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ABSTRACT

This document is a collection of summaries of recently published projects prepared for participants at the British symposium on research and reform in teacher education. The symposium was one of a series initiated by the Council of Europe's Educational Research Committee. The document is divided into three parts: Teachers (which includes abstracts grouped under the headings of recruitment, teacher attitudes, job analysis, and views of research priorities); Courses (with headings of organization and content, educational technology, microteaching, and postinitial training); Probationary Period; and Effectiveness and Efficiency (with headings of evaluation of training and teachers' effectiveness). Some summaries are in French. (JA)

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SYMPOSIUM ON RESEARCH AND REFORM IN TEACHER EDUCATION

SYMPOSIUM SUR LA RECHERCHE ET LA REFORME CONCERNANT
LA FORMATION DES ENSEIGNANTS

Bristol, 8-13.IV.1973

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BACKGROUND MATERIAL/DOCUMENTATION DE BASE

I

RESEARCH/RECHERCHE

SP 006 664

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INTRODUCTION

The Bristol Symposium on research and reform in teacher education forms part of a series of symposia initiated by the Council of Europe's Educational Research Committee. The aim of these symposia, which are organised by a member government and held under the auspices of the Council of Europe, was defined by the Committee as follows:

"They should enable researchers from various member States working on identical or closely related subjects to discuss their problems, exchange experiences, co-ordinate their projects and as far as possible, draw conclusions from their approaches and findings concerning implications, at the European level, for educational innovation and/or further research. Experience shows that researchers from the various European language areas are often unaware of projects in progress abroad in their own field. At the same time delegates from Education Ministries taking part in the symposia would have the opportunity to benefit from the discussions in their consideration of national decisions to be taken on issues of educational policy and/or of educational research promotion."

The Documentation Centre for Education in Europe, having been requested to provide a background document for the Bristol Symposium, invited researchers known to be active in the field of teacher education to send details of their latest findings and to indicate the implications that these findings might have for policy decision. The Centre would like to take this opportunity to express its gratitude to all those who responded to the invitation. The Centre is particularly grateful to the respondents for having heeded its request to use as simple a literary style as the topic allows.

To the research information received have been added summaries of recently published projects which the Centre considered of especial relevance to the theme. The Centre has, in particular, made use of the information provided in the French, Norwegian and Swedish research surveys.

In view of the complexity of the topic, we could not attempt to undertake an exhaustive review of research concerning teacher education, but rather we have tried to present a sample of research efforts in member States of the Council for Cultural Co-operation with a view to providing a sort of "Reader's Digest" for participants in the Symposium.

Strasbourg, February 1973

Documentation Centre for Education in Europe

INTRODUCTION

Le Symposium de Bristol sur la recherche et la réforme concernant la formation des enseignants fait partie d'une série de symposiums inaugurée par le Comité sur la recherche en matière d'éducation du Conseil de l'Europe. Le but de ces symposiums a été défini par le Comité dans les termes suivants:

"Ils doivent permettre aux chercheurs des divers Etats membres travaillant sur des sujets identiques ou étroitement liés de discuter de leurs problèmes, d'échanger leurs expériences, de coordonner leurs projets et, dans la mesure du possible, de tirer des conclusions de leurs méthodes de travail et de leurs constatations en ce qui concerne leurs implications, au niveau européen, pour l'innovation en matière éducation et/ou pour des recherches ultérieures. L'expérience montre que bien souvent les chercheurs des diverses régions linguistiques européennes ne sont pas au courant des projets en cours à l'étranger et qui concernent leur propre domaine. Simultanément, les délégués des Ministères de l'Education, en prenant part aux symposiums, pourraient avoir l'occasion de tirer bénéfice des discussions en ce qui concerne le rôle qu'ils sont amenés à tenir au regard de décisions d'ordre national en matière de politique éducative et/ou de promotion de la recherche pédagogique."

Le Centre de Documentation pour l'Education en Europe, ayant été chargé de préparer un document de base pour le Symposium de Bristol, a invité des chercheurs actifs dans le domaine de la formation des enseignants à communiquer des détails sur leurs conclusions les plus récentes et à indiquer les implications que ces dernières pourraient avoir sur la politique éducative. Le Centre souhaiterait saisir cette occasion pour exprimer sa gratitude à tous ceux qui ont répondu à cet appel. Le Centre est surtout reconnaissant aux chercheurs d'avoir respecté la demande d'utiliser un style littéraire aussi simple que le permet le thème.

Aux renseignements reçus ont été ajoutés des résumés de projets récemment publiés que le Centre a jugés d'une importance particulière pour le thème. Le Centre s'est surtout servi des enquêtes de recherche en matière d'éducation entreprises par la France, la Norvège et la Suède.

Vu la complexité du thème, il nous a été impossible d'entreprendre un recensement exhaustif des recherches sur la formation des enseignants. Nous avons plutôt essayé de présenter un échantillon de la recherche dans les Etats membres du Conseil de la Coopération Culturelle afin de fournir aux participants au Symposium une sorte de "Reader's Digest".

Strasbourg, février 1973

Centre de Documentation pour l'Education en Europe

TEACHERS

VIEWS ON RESEARCH PRIORITIES

CANE, Brian and SCHROEDER, Colin :

The Teacher and Research (Slough, NFER, 1970)

/summary prepared by the Centre/

A study concerning teachers' priorities and opinions on educational research and development and based upon replies to a questionnaire given by 1,060 teachers from 47 schools in four Local Authority areas and upon interviews with 165 of these respondents revealed that the research area "teachers and training" was considered to be the one which should have overall highest priority in the planning of research.

Many teachers asked about the feasibility of regular refresher courses every three, four or five years for all teachers, and about ways and means of making such courses reasonably accessible in local areas. Special groups, such as married women and teachers in small rural schools, wanted locations and timing of courses that suited their particular circumstances. Others wanted to know the comparative value of full-time courses of different lengths (week, term, year) and regular part-time evening programmes and of visiting lecturers, mobile book exhibitions, exchanges with student-teachers, teachers visiting colleagues in other schools and so forth. A number asked for investigation of the ways in which teachers might be released for training during hours without upsetting normal school routine. A common query concerned how courses could put over the practical classroom applications of educational theory and discuss actual experience.

Regarding the content of initial training courses, which also attracted a lot of comment, the chief question in the minds of many respondents was that of the correct balance between academic studies and practical work. Research was needed, they felt, to establish whether there was too much academic bias and too little practical experience in current college courses. In short, were courses realistic enough?

Staff had clear ideas of which inquiries were needed, and at which points development work would be beneficial. The following questions came up again and again in relation to initial training courses: How far was the organisation of classroom work considered, especially for large classes? How far were students made aware of the basic administration that fell to the lot of a teacher? How far were opportunities given to study or observe successful teaching methods? Was there sufficient contact during the course with schools and children? Were the courses up to date in teaching methods? Should college staff continue to spend time in schools? The validity of the study of philosophy or history of education?

It was clear that teachers would like the whole field of teaching practice examined afresh, and alternative schemes such as student apprenticeship evaluated. They also sought for more experimentation with links between schools and colleges during training. There was a need to discover ways of providing scope for dedicated and successful teachers to have a hand in shaping these courses. The question of the nature and degree of school responsibility for training also required investigation.

RECRUITMENT

JUSSILA, Juhani:

Recruitment and selection of students for teacher training in Finland

Institute of Education, University of Helsinki

/summary prepared by the researcher/

The general purpose of this investigation was to describe the effects of a two-stage selection strategy on the composition of the body of students in elementary teacher training schools. Specific aims were:

- to study differences in the background of applicants for training schools;
- to discover how entrance examination procedures determined selection, and whether training schools differed in these procedures;
- to compare the emphasis laid by different schools on the various tests of the entrance examination.

The basis of the first stage of the investigation was the information obtained concerning approximately 2,000 applicants in 1963 for places at nine teacher training schools. Data were collected through documents sent in by applicants, questionnaires and results in the entrance examination. Thirty background variables concerned age, domicile, social status, family, school and teaching experience. The entrance examination comprised tests in nine school subjects and a teaching aptitude test. As required by statute, three times as many applicants as places available were called for examination. The first selection was on the basis of school reports and statements regarding the suitability and health of applicants. For the final selection the above were used, plus the results of the entrance examination, information resulting from a medical examination and a personal interview. About 25% of male and 10% of female applicants were accepted.

The background factors of applicants varied only slightly: the greatest differences were related to the degree of industrialisation of the home district and the distance from the school. Each school had its own recruiting area as a result of the tendency of applicants to try for the training school nearest their place of residence. The more sparsley populated and industrially under-developed the surrounding districts, the larger was the recruiting area. Although applicants from industrialised south Finland, thanks to better facilities, had a broader study background than those from the north, there were no significant differences at the school report level between applicants for the various training schools.

The selection practices of the schools differed widely. At some, selection was made with reference to a few variables only, at others with reference to many. It was a common feature of the training schools that successful applicants had better school reports, a broader study background and more teaching experience than the unsuccessful. As a rule, those accepted lived fairly close to the school. In the case of women the selection was also made with reference to age, which correlated positively with the amount of teaching experience.

Entrance examination tests, devised separately at each institution, were not used in a uniform manner for selection. Only the teaching aptitude test was weighted at all schools. Other tests were weighted differently at different schools, and it could be shown that statistically significant additional information for discrimination was not obtained from more than four tests at any school.

The general instructions given by the Finnish Central Board of Schools for selection of students at elementary teacher training schools are not sufficient to standardize the selection process. Achievement tests and school reports cause applicants to be selected also in unintended dimensions. Even if these dimensions are not essential for success as a teacher, they are important for the legal security of applicants

and training policy of students. Equality of opportunity for those seeking admission to the teacher training institutions is far from sufficient.

A further study now in progress deals with the problem of how accurately the entrance examination tests and certain background variables can predict success in teacher training.

The only achievement tests now remaining in Finland for the selection of elementary teacher training college students are voluntary tests in drawing and singing. Of central importance besides school reports, statements regarding suitability, the personal interview and the personality tests is the teaching aptitude test, which is the subject of constant development.

In autumn 1971, an extensive research project began in Finland with the main purpose of improving entrance examinations. This aim is pursued by analysing the interdependence of the measures of intelligence, personality, motivation, attitudes and teaching behaviour. Attention must also be given to the interaction between personal and social background on the one hand and the developmental tendencies that relate to teacher success on the other.

MILLER, Gordon W.:

Social awareness and motivations of student teachers

"Universities Quarterly", vol. 26, no. 3, summer 1972, pp. 310-316

/summary prepared by the Centre/

Data was gathered concerning more than 3,000 second-year students in 20 colleges of education in the London area. Sixty-seven per cent had been in sixth forms (the last two years of upper secondary education) for more than one year, 13% in the first year sixth only. Most of the remaining 20% were mature students. Fifty-six per cent had attended grammar schools, 16% independent or direct grant schools, 8% secondary modern, 6% comprehensive and 6% technical colleges. Sixty-eight per cent had entered directly from school; 22% were aged between 22 years and 35 years, and 8% were older than 36. Men students were in a minority (28%). Twenty-nine per cent of men and 33% of women had at least two passes in arts subjects at the Advanced Level of the General Certificate of Education (GCE "A" Level), while 13% of men and 5% of women had at least two in science subjects. The proportion of students having at least the minimum university entrance qualifications was 42% among men and 38% among women.

It is commonly alleged that students opt for college of education courses as a form of higher education, having been unable to gain entrance to a university. The survey revealed, however, that for 83% of the sample teaching courses were the preferred form of higher education. This was true not only for those who lacked university entrance qualifications but also for 78% of those having three GCE "A" Level passes in science subjects and for 71% of those with three GCE "A" Level passes in arts subjects. Could it be then that these students entered colleges of education simply because they wanted to teach? This possibility has support in another survey of 10,381 students in colleges of education carried out by the National Union of Students (1) in which 82% said that they chose teaching courses from "a desire to teach". While recognising the "social desirability" variable in the students' responses by which respondents tend to respond in such a way as to show themselves in a good light, it would be going too far to deny all credibility to the students' responses on this issue.

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(1) National Union of Students: The Education and Training of Teachers. Memorandum to the Committee of Enquiry into the Education and Training of Teachers. 1971

Fifteen per cent of students in the present survey first decided to enter teaching while they were in the early years of secondary education, while for 10% the first decision went back as far as primary school days. Thirty-six per cent took the decision in the last year or two of secondary education. Only 6% admitted to deciding on teaching courses after being denied entry to other courses, while 2% had been to university for a year or two. Twenty-seven per cent were students who had spent a year or several years in other work. First decisions to teach were taken so early in so many instances that it may account in part for the absence of university entrance qualifications in the case of some 60% of cases. Putting it boldly, if at the age of 10 or 15 one decides to teach in primary schools, what sort of urge would impel one to strive for university entrance qualifications?

The students were under no illusions about the status of teaching as a profession. Only 4.5% of the students placed university teachers at the top of the social status scale, while school teachers were allocated first place by only 0.6% of the respondents. Clearly these students had not entered colleges of education for the status society bestows upon them. Ninety-four per cent of the students regarded "an interest in working with people" as a very important or somewhat important factor in their decision to enter teaching. This was closely followed by "interest in some aspects of the subject matter of what they would be teaching" (89%), "an interest in contact with young people" (90%), "a desire to be of service to the community" (74%), "a desire for a professional qualification" (72%).

Considering that they rated teachers as the lowest in status in a list of professions and that their motivations to enter teaching were more in terms of working with young people and desire to serve the community, a picture begins to emerge of a group of people with considerable social awareness who do not rate social status and material incentive as of overriding importance in entering their chosen profession.

RIGAUX, H.:

Identification de quelques traits de personnalité caractérisant le professeur efficace

Laboratoire de didactique scientifique et séminaire de pédagogie psychologique et expérimentale, Bruxelles

/source - "Recherche en matière d'éducation: Enquête européenne 1970", Strasbourg 1971/

Durée : 1966-1973

But

Identifier, dans la perspective générale des théories du leadership, quelques traits de personnalité du professeur efficace en vue d'une sélection éventuelle du personnel enseignant, mais surtout en vue de l'adéquation de sa formation.

Méthode

- Analyse bibliographique et essai de synthèse;
- Recherche concernant l'image du professeur idéal et la description de professeurs réels;
- Choix d'un échantillon représentatif d'étudiants et de professeurs;
- Niveaux: enseignement primaire, moyen et supérieur;
- Choix et adaptation des instruments d'évaluation;
- Traitement des données.

SANDVEN, J.:

Do we select the right people for teaching?

"Paedagogica Europaea", 1969, pp. 113-136

/excerpt from the publication/

In this research, started in 1958, the problem of selection was considered by means of a comparison between admitted and rejected applicants to a 4-year training course in Norway, the admission examinations and selections were carried out at the various training colleges in the country. A country-wide comparison made it evident that in achievement at the admission examination there was considerable overlap between admitted and rejected applicants. Even greater overlap was found with regard to intellectual capacity as measured by a maturity test and an ability test. As part of an experiment the applicants were also tested with respect to social reaction tendency or "coreaction" (empathy, sympathy) and also with regard to feelings of security. It was found that the rejected aspirants as a group were nearly equal with those admitted as far as coreaction was concerned, and, as to feeling of security, on an equal footing with them. The comparison thus gave no evidence that the "right people" were selected in a satisfactory number of cases.

The problem was also evaluated in the light of the candidates' qualifications at the end of the training period. The correlations between data at admission and data at end of the training period were as follows:

	r	N
admission examination and total result from college	0.43	315
maturity test and total end result	0.23	285
ability test and total result	0.22	285
coreaction at admission and coreaction at retest 4 years later	0.50	285
corresponding result for feeling of security	0.62	285

Among the students at a 2-year course the correlation between matriculation examination and college result was r = 0.31, between a maturity test at entry to college and college result r = 0.30, in both cases N = 614.

It appears that in the course of the college period greater shifts take place in the area of achievement than in the area of basic personal personality reactions.

A test for educational attitude was given at the end of college both to 4-year and 2-year candidates. The correlations between this test and the test for coreaction at the admission was r = 0.37 (N = 285) for the former group and r = 0.28 (N = 614) for the latter. Considering that the correlations in the area of achievement were moderate, r = ^.43 between admission and examination and final result, and r = 0.31 between matriculation examination and final result, the cited correlations between coreaction at admission and educational attitude at end of college are most interesting.

A considerable dispersion was found as to educational attitude, some of the candidates being lower in this respect than the average 13-year-old students in the 7th grade.

It appears that the social coreaction represents a personality factor which, in a decisive way, has relevance to the role of teaching, this being so whether seen in the light of practice teaching, or with the eyes of the school students, or on the basis of the candidate's own attitude to future work. Also, there seems reason to believe that the test for feeling of security assesses an important aspect of the teacher personality, and that this aspect is not attended to by the ordinary evaluation at admission to college.

ATTITUDES

AEBLI, H.; SEILER, B.; KOCH, J.J.; CLOETTA, B.; DANN, H.D.; MÜLLER-FOHRBRODT, G.; PEIFER, H.

Teachers attitudes - origin and development of student teacher attitudes concerning education and the school

University of Constance, Educational Research Centre I, Research Unit on Teachers' Attitudes

/summary, in German, prepared by the researchers/

The project which was begun in 1969/1970 aims at elucidating the effects of teacher training on the attitudes of student teachers, and has in particular attempted to provide empirical data on the following questions:

- How does higher education influence graduates in teacher training in their affective domain?
- What changes in attitudes towards education and the school occur in the course of teacher training?
- What factors influence such changes?
- How should teacher training be improved so as to promote desirable attitude changes?

For this purpose two questionnaires have been developed: the Constance Questionnaire on Attitudes towards Education and the School, and a questionnaire concerning conformist, conservative and progressive attitudes. In the first phase of this project a number of persons of both sexes were interviewed on the basis of these questionnaires. They included students in the last grade of the grammar school, students in the last grade of the grammar school, student teachers at the beginning and towards the end of their training courses, and probationary teachers.

The main results of the interviews were:

- The students in the last grade of the grammar school who wished to become teachers did not not differ from other pupils in their views and attitudes concerning education and the school.
- Students at colleges of education and student teachers and other students at universities developed different attitudes in the course of their studies. Students who wanted to become primary school teachers were more conservative and more conformist, and at the end of their training tended to stress the 'idealism' which they felt to be a necessary condition for exercising their profession, while other university students and those who wanted to become grammar school teachers were less conservative and conformist.
- It was only during the probationary period that attitudes common to all teachers as compared to non-teachers developed: teachers were more easily depressed and more excitable.
- During their period at college or university the majority of student teachers tended to develop more liberal or progressive views and attitudes. However, this development was unstable and a revision of views and attitudes occurred during the probationary period in which the conservative and conformist attitudes tended to prevail again.

The project has now entered its second phase in which a longitudinal study will be undertaken. It will comprise a random selection of the grammar school leavers in Baden-Württemberg in 1970 and a majority of those college of education students who have left the grammar school in that year and who did not interrupt their studies. They will be followed through their years of study, their probationary period and their first years of the profession. Tests and questionnaires will be sent to them at regular intervals. The

aim of this longitudinal study is to find out what relationship exists between specific forms of training and attitudes concerning education and the school. The second phase will in particular examine the extent to which training received determines resistance to regression from progressive and liberal to more conservative and conformist attitudes in professional life.

(Professor Dr. H. Aebli is now at Berne University)

CLAUSSE, A. et LEROY, Guy:

Analyse des réactions du personnel enseignant face à la réforme de l'enseignement

Université de Liège, Institut de Psychologie et des Sciences de l'Education

/résumé préparé par les chercheurs/

Contexte de la recherche

Au début de l'année 1969, le Ministère belge de l'Education nationale décidait l'application d'une importante réforme de l'enseignement secondaire. Limitée aux seuls établissements qui choisissaient librement de s'y engager, cette réforme concernait les structures, les méthodes et les programmes des établissements d'enseignement général et d'enseignement technique de l'Etat. Les écoles appartenant à des réseaux indépendants de l'Etat - mais subsidiés par lui - étaient invitées à s'engager, elles aussi, dans le processus de rénovation.

En septembre 1969, puis en 1970, 1971 et 1972, après consultation démocratique du corps professoral, un certain nombre d'écoles se portaient volontaires et acceptaient de rénover fondamentalement leur enseignement au niveau de la première année de leur cycle de six ans.

Au moment où commence la recherche (printemps 1972), l'enseignement secondaire de l'Etat comportait donc deux types d'écoles:

- celles qui ne s'étaient pas engagées dans la rénovation (EST = Enseignement secondaire traditionnel);
- celles qui avaient opté pour la rénovation (ESR = Enseignement secondaire rénové).

Organisation de la recherche

But: Réaliser l'adaptation des attitudes des enseignants aux exigences de l'enseignement secondaire rénové.

Processus: Diagnostic; remédiation; post-évaluation.

Etat d'advancement: La phase "diagnostic" est en voie d'achèvement. Elle s'est elle-même divisée en deux étapes:

- Phase d'observation libre:
  Cette phase, qui consistait à recueillir le plus grand nombre possible de déclarations au moyen d'interviews libres de professeurs, visait un double but:

. élaborer une première description des attitudes des professeurs à l'égard de l'ESR et, particulièrement, vérifier s'il y avait une différence significative entre les professeurs qui avaient opté pour l'ESR et ceux qui avaient choisi le statu quo;

. dégager un "univers de traits" nécessaire à l'élaboration d'un "Q-Sort" (cf. Stephenson) à appliquer ultérieurement dans le cadre d'une analyse plus fine.

- Phase d'analyse par "Q-Sort":
  Cette phase est en cours. Traitement des premières données: mars-avril 1973.

Phase d'observation libre: aperçu de quelques resultats

De l'"univers de déclarations" recueilli, nous avons retenu 697 traits, c'est-à-dire 697 unités d'expression verbale considérées, sous leur aspect formel, comme traduisant des déclarations sémantiquement isolables. Parmi ces traits, 185 provenaient de professeurs de l'EST, 512 de l'ESR. Le classement a posteriori des données a permis de distinguer deux grandes catégories de traits pour chaque groupe de professeurs:

- traits traduisant une prise de position idéologique à l'égard de l'ESR

  14,4% pour les professeurs de l'ESR
  47 % pour les professeurs de l'EST

- traits traduisant une prise de position à l'égard des modalités d'application de l'ESR

  85,6% pour les professeurs de l'ESR
  53 % pour les professeurs de l'EST

Les professeurs de l'ESR, dans l'ensemble, ne remettent pas en question le principe même de la rénovation; par contre, ils se montrent très sensibles à certaines modalités d'application. Au contraire, les professeurs de l'EST attribuent beaucoup d'importance à l'aspect idéologique de la rénovation.

En ce qui concerne les modalités d'application, les professeurs de l'ESR se répartissent entre deux groupes d'importance sensiblement égale:

- ceux qui ne veulent pas transgresser quant aux principes fondamentaux et qui déplorent qu'une série de contingences les empêchent d'appliquer tous ces principes dans la pratique pédagogique quotidienne;

- ceux qui considèrent que ces contingences et les difficultés qu'elles engendrent impliquent que l'on transige et que l'on amende les prémisses théoriques dans le sens d'un plus grand "réalisme".

L'analyse plus poussée des données et leur classification plus fine en traits relatifs à la méthodologie, à l'infrastructure matérielle, aux structures, aux relations humaines et aux "réactions individuelles" ont mis en relief certains points particulièrement sensibles. Chacune de ces sous-catégories a par ailleurs été ventilée en séries de traits codés POSITIFS, NEGATIFS ou NEUTRES et en séries regroupant des SUGGESTIONS, des JUGEMENTS GENERAUX et des JUGEMENTS PARTICULIERS.

Les profils généraux dégagés à l'issue de cette première phase sont trop sommaires pour permettre la mise au point immédiate et l'application de procédures généralisées de remédiation. Ils ont toutefois permis de préciser le champ où devront s'insérer les recherches et les stratégies ultérieures.

La phase d'investigation par "Q-Sorts" actuellement engagée doit permettre et d'affiner ces profils et de définir les moyens à mettre en oeuvre pour modifier l'attitude des enseignants concernés.

COMBE, A. and RIESS, F.:

Teacher Origin and Attitudes

"Bildung und Erziehung", no. 1/1972

/summary prepared by the Centre/

Research on teacher attitudes carried out in the Federal Republic of Germany is summarised in a report by Dr. A. Combe and Dipl. Phys. F. Riess of Darmstadt Technical University. These attitudes tend to result in conformism with the established system and, if they are not counterbalanced by teacher education, prevent divergent thinking, creativity and innovativeness, and the development of the emancipatory dimension of education which the authors regard as one of the main tasks of the school of today.

Social origin

The majority of German student teachers come from lower middle class families. They regard access to higher education and to the teaching profession as proof of social promotion. They share the attitudes and prejudices which are typical of the middle class employee. They tend to conform to the established system and to hold the view that the individual's position in the social hierarchy is due to his own merits: everybody can attain the function and position which correspond to his abilities and if he does not, it is his own fault. Most student teachers, at the beginning of their course, are not critical of society. Radical and leftist influences which they may experience during their study courses are, as a rule, not reflected in their own role as teachers. In their subsequent professional practice they discover that the teaching profession has lost much of its former prestige and influence. This leads in many cases to keep frustration, an attitude which is also found in many university graduates whose expectations as to social status have not been fulfilled in their career - due to the ever increasing number of graduates and the rise of a wealthy managerial class (Bahrdt, Schefer 1969, Fuhrmann 1970).

The "reality shock"

Many young teachers when beginning their schoolteaching career, undergo a "reality shock" from which most of them do not recover. Isolation from real life at the university or the college and the liberal optimism, which they have derived from their educational studies, have not prepared them to deal with rebellious or simply bored pupils, older and reactionary colleagues and the various parent interests (Weigelt, Kuhlmann 1971).

Scholarly attitudes

Teachers, and in particular grammar school teachers, tend to regard themselves primarily as scholars: they prefer to be "experts" in a subject matter and take no pride in being "educators". The decision to become a teacher is a second choice for some 40% of student teachers in all faculties. Only 17% of first year science students want to become teachers but this percentage rises as the course progresses: toward the end of their studies 34% prefer to sit for the easier teacher examination instead of taking the science degree. In the humanities, however, some 65%-70% of students opt from the very beginning for the teaching profession (Jenne, Kruger, Müller-Plantenberg, 1969).

The high value attached by most teachers to subject matter expertise and their neglect of their role as educators have the effect that many teachers take no interest in pupils with individual learning difficulties. This has been found to be the main cause of drop-out at the grammar school (Peisert, Dahrendorf 1967). Such teachers also tend to discriminate against pupils of working class origin with borderline qualifications (Preuss 1970). Work with poorly motivated pupils ranks highest among the tasks which teachers dislike (Klingler, Gstetter 1971). Teachers tend to idealise their role as the guardians of traditional moral and academic values and take a neutral position in social conflicts (Bergmann 1969).

GRACE, Gerald R.:

Role conflict and the teacher

(London, Routledge and Kegan Paul 1972)

/summary prepared by the researcher/

The study investigated role conflict in a sample of 160 secondary school teachers and headteachers from ten schools of a Midlands town. Four areas were investigated:

1. role diffuseness;
2. role vulnerability;
3. role commitment v. career orientation;
4. value conflict.

Principal findings

By type of teacher: Men teachers were more associated with conflict than were women teachers especially in areas 1, 2 and 3. Women took a more tolerant attitude to role incompatibilities in the teaching situation. More experienced teachers perceived higher levels of conflict than younger teachers but did not register higher levels of personal concern (except in area 4). This suggested a process of occupational adaptation necessary for survival in the profession. Value conflict was an area of concern for the older teacher. Certificated teachers were more associated with conflict than were graduate teachers. There was evidence that the Certificate in Education as a professional qualification exposed teachers to conflict in the role vulnerability area. Role socialization in the college of education environment exposed teachers (especially men) to conflicts in areas 1 and 3. Teachers in secondary modern schools were more associated with high conflict than were teachers in other types of secondary school. Grammar school teachers were associated with low levels of conflict and bilateral (comprehensive type) school teachers with intermediate levels. Teachers in working class schools were more associated with conflict than were teachers in middle class schools or socially mixed schools. Men, certificated secondary modern school teachers were the group of teachers most associated with high levels of perceived and experienced role conflict.

By type of conflict: Role diffuseness conflict was not at a high level generally. Teachers saw "results" in terms of pupil responsiveness, examination passes, sixth form maturity and meeting former pupils. There were indications that educational, social and organisational change was increasing the exposure of secondary school teachers to conflicts of role diffuseness.

Role vulnerability conflict was mainly associated with different evaluations of the professional role by teachers and the general public. There was virtually no evidence that teachers in any type of school are in conflict because of pressure exerted upon them, lack of professional treatment or bureaucratic constraints. A sense of autonomy emerged as being the most prized possession of the English school teacher, the enjoyment of which prevented serious experience of role conflict in this area.

Role commitment v. career orientation conflict was seen as a significant problem. Many teachers accepted the legitimacy of expectations that they should be committed to the pupils for four or five years, but they perceived that promotion went to teachers who were highly mobile. The general impression was that an entirely wrong system of values and priorities was operating in the career structure of teaching. This conflict was most marked for certificated teachers and those in small schools.

Value conflicts based on honesty, truthfulness, respect for persons and property and appropriate work attitudes: many teachers saw themselves engaged in a struggle against wider cultural tendencies towards hedonism and "slackness". There was a pervasive belief that teachers were being "used" by parents to defend the traditional virtues which parents themselves lacked the courage to uphold.

Possible implications for teacher education: Teachers with difficult assignments, likely to be relatively intangible in results, should receive explicit feedback from headteachers and heads of department. The effect of educational, social and organisational change on teacher role diffuseness conflict should be closely monitored. Educational developments which involve a serious reduction of the autonomy of the teacher should be proceeded upon with caution. Opportunities for all teachers to obtain graduate status should be available as soon as possible and commitment-career conflict could be reduced by the development of larger schools with more differentiated internal career structures or by the development of "effectiveness" criteria and a system of reward based on these criteria. Teachers should engage in serious and analytical study of value problems in a pluralist society and should not be expected to be mere "curators of the museum of virtue".

NIEMANN, Hans-Jürgen:

Attitudes of teachers towards their profession

Deutsches Institut für Internationale Pädagogische Forschung, Frankfurt/Main

/summary prepared by the researcher/

Purpose

To investigate:

- the attitudes of teachers to their profession;
- the determinants of these attitudes;
- the correlations of these attitudes with certain special aspects of the teachers' role.

Procedure

The sample consisted of 2,983 elementary and secondary school teachers. The sampling was of the stratified random type with the school form as a unity. The investigation was carried out by means of a questionnaire, sent by post, which included 36 statements on the teaching profession with seven Likert-type categories. The reactions to these statements were factor-analysed.

Results

In view of their small number, the statements cannot be considered to cover all aspects of the teaching profession. The findings concerning attitudes should therefore not be considered definitive.

Attitude dimensions

The attitudes of teachers to society seem to have two dimensions:

- the teacher's uncertainty concerning his social position;
- the school as a factor facilitating integration into society.

The first dimension includes the feeling of not being sufficiently esteemed by the public and by parents. This complaint about the low esteem in which the teaching profession is held involves more than the fear of decline in social prestige. It includes the teacher's uncertainty as regards his position in society and the lack of concensus as to role expectations raised by prejudices and contradictions on the part of his reference groups. The teacher scoring high on this dimension regards scientific work, mainly publications, as a possible means of raising the esteem in which he is held.

The dimension "school as a factor facilitating integration into society" refers to reform proposals which aim at preparing both pupils and teachers to meet the requirements of the modern industrial world. There are also demands for co-operation between school, public and parents in all school matters. Thus a special social role is assigned to the teacher which increases his self-confidence. On the other hand, the teacher works cut off from society and transmits general knowledge which is not enough to win respect. The teacher scoring high on this dimension demands, on the one hand, increased professional training and, on the other, specialization in his teaching subject so as to ensure that he is respected outside school as a specialist in his discipline.

The contrast between teachers who have a more subject-oriented view of their profession and those who have a more "pedagogic" view is to be found in the third attitude dimension - the teacher's personal view of his profession. Teachers having a subject-oriented view of their profession regard the transmission of knowledge as their primary task. Teachers having a "pedagogic" view consider the advancement of their pupils' personality as their primary task. These teachers are more willing to devote themselves to school affairs than the subject-oriented teachers.

In this study two attitude dimensions concern the professional contentment of teachers:

- general professional contentment. This dimension includes the personal relationship of the teacher with his colleagues, professional co-operation with them, and relations with parents and pupils. Teachers who feel discontent in these matters are less interested in playing a full educational role and demand stricter discipline for pupils.

- contentment with the social prestige of the profession when compared with that of the individual teacher's parents. This dimension includes the teacher's feeling that he has advanced socially in comparison with the social position of his parents.

Determinants of the attitudes

The following summarizes briefly the results of the regression analysis.

	High scorers		Low scorers
The teacher's uncertainty concerning social position	older teachers		younger teachers
The school as a factor facilitating integration into society	elementary school teachers	intermediate school teachers	secondary school teachers
	economics teachers		social science teachers
	younger secondary school teachers		older secondary school teachers
Subject-oriented view of the profession	secondary school teachers		elementary school teachers
	humanities teachers		social science teachers
	younger intermediate school teachers		older intermediate school teachers
	older secondary school teachers		younger secondary school teachers
General professional contentment	secondary school teachers		elementary school teachers
	teachers who opted for the profession before beginning their studies		teachers who chose the profession during/after studying
	older teachers		younger teachers

REICHWEIN, R. and FRECH, W.:

How far can reform of teacher education foster innovative attitudes?

"betrifft: Erziehung", no. 12/1971

/summary prepared by the Centre/

Under the guidance of the late Professor S. B. Robinsohn, the Max-Planck Institute for Educational Research in Berlin developed a number of research projects concerned with models for curriculum research and development. These projects led to the conclusion that active participation by teachers was a prerequisite for curriculum innovation and that teacher education did not prepare teachers for such a role. Hence the interest which the Institute is at present taking in research on innovative teacher attitudes and in reform of teacher education which could foster such attitudes. A report on the main problems revealed by the Institute's research and on tentative conclusions for the reform of teacher training courses which may be drawn from them, has been published by R. Reichwein and W. Frech, both of the Max-Planck Institute in "betrifft: Erziehung", no. 12/1971.

The report describes the radical changes which teachers have had to face since the early sixties:

- the growing rebellion against school or the increasing disengagement from school on the part of the pupils;
- the comprehensive school reform which has led to the creation of numerous experimental schools and which has revealed that through lack of training teachers are not able to cope with the problems of developing the new curricula that such reform demands;
- advances in audio-visual educational technology have taken the teachers unawares.

All this has led to an 'identity crisis': the traditional role of the teacher as an independent educator and a dependent staff member of the school hierarchy is becoming obsolete, and the teacher is confronted not with 'role taking' but with 'role making'.

The concept of innovation has become one of the main issues in educational debate. Two conflicting notions are hidden in this one concept to which all partners in the debate pay at least lip-service. The report deals in great detail with these two notions, which it defines as efficiency-oriented and emancipation-oriented innovation. The first reinforces traditional learning methods, learning based achievement, and is usually disseminated from above. The second, which can only come from the base, is directed towards promoting the emancipatory processes by which the pupil/student is enabled to analyse and combat repression and restraints. Although an innovative teacher will also make use of efficiency-oriented innovation, his main concern will be to open the school to emancipation-oriented innovation.

The report discusses what attitudes the student teacher should develop to be able to contribute to emancipation-oriented innovation. The Institute's research project on the innovative attitudes of future grammar school teachers in their probationary period distinguishes between five personality traits:

- cognitive differentiation, i.e., the ability to analyse and reflect on the socio-economic conditioning of the school and the possibilities for overcoming it;
- resistance to anxiety, i.e., the ability to sustain conflict over educational aims and methods;
- role distance, i.e., the ability to develop new role concepts instead of taking over traditional ones;
- intrinsic motivation for the teaching profession as opposed to extrinsic motivation oriented towards promotion, security, etc.;
- readiness to take risks.

How can such desirable attitudes be fostered by reform of teacher education? The report concedes that the answer cannot yet be given. The educational sciences have not yet developed a new, adequate and consistent theory of teacher education, although psychology and sociology have contributed valuable elements to such a theory. Nor has research yet been able to ascertain the extent to which specific elements of teacher training programmes promote specific attitudes - only fragmented knowledge on certain aspects of this problem exists at present.

The report concludes with detailed comments on certain reform measures and/or projects concerning teacher education which have been introduced or are under consideration at the "progressive" universities in Berlin and Bremen.

COSTER, W. de :

Motivations et conceptions personnelles des étudiants des écoles normales

Laboratoire de Psychologie différentielle et génétique

/résumé préparé par le chercheur/

But

Obtenir des informations sur les motivations qui conduisent à choisir le métier d'enseignant; rechercher les moyens pour adapter certaines attitudes dans un sens qui assure l'équilibre psychologique des (futurs) enseignants ainsi que de leurs élèves; obtenir des informations sur les lacunes à combler et les adaptations à opérer dans la formation des éducateurs.

Méthode

Le Laboratoire de Psychologie différentielle et génétique de l'Université de Gand a entrepris, dans le courant de l'année 1969, une recherche à laquelle ont participé 1329 étudiants de dernière année des écoles normales. Ces étudiants ont été interrogés au moyen d'un questionnaire écrit, établi sur la base d'une enquête préalable, d'interviews et de discussions en groupes. Le questionnaire final contient des questions sur les sujets suivants:

- Motifs qui ont amené les jeunes gens à choisir une formation d'enseignant
- Conception concernant la formation
- Perspectives d'avenir.

Résultats

Un nombre relativement élevé d'étudiants des écoles normales est motivé de façon peu positive envers la future profession d'instituteur. Leur choix fut motivé par:

- la constatation de ne pouvoir prétendre à des études d'un niveau supérieur (par exemple: universitaire)
- un échec dans d'autres études
- la durée relativement courte des études d'instituteur
- le fait que le diplôme d'instituteur offre la possibilité de poursuivre des études plus poussées
- certains avantages matériels (par exemple: la longue période de vacances).

Bon nombre de futurs instituteurs ont le pénible sentiment d'être incapables de débuter avec succès dans la carrière, à cause de la formation trop peu pratique qu'ils reçoivent. Ils craignent d'échouer dans la formation intellectuelle et surtout sociale et esthétique des élèves qui leur seront confiés. Il est donc d'une nécessité urgente de s'attacher à une formation plus pratique et de consacrer dans ce contexte toute l'attention nécessaire à la formation de la personnalité, aux aspects intellectuels, sociaux et esthétiques.

Un nombre non négligeable d'étudiants des écoles normales ne s'estime pas en mesure:

- d'enseigner convenablement la musique, la morale laïque, la gymnastique;
- de se charger de la formation d'élèves d'un certain niveau (par exemple: 1er degré) ou d'un type bien défini (par exemple: les élèves de l'enseignement spécial).

Ici l'on se trouve devant une tâche peu aisée: trouver un équilibre entre deux principes:

- l'unité dans l'accompagnement pédagogique, sans lequel l'on risque des difficultés de transition et une coordination déficiente, avec tout ce que cela comporte pour la formation de la personnalité;
- la tendance générale à une spécialisation très poussée qui caractérise notre société actuelle.

Trop d'étudiants s'estiment incapables d'établir des contacts humains adéquats avec leurs élèves ou en sousestiment l'importance. Un grand nombre est encore d'avis que la critique et les punitions constituent une méthode efficace pour remédier à d'éventuelles difficultés et se prononce de manière implicite ou explicite pour l'application peu démocratique de l'autorité. Le contact humain - condition sine qua non pour toute éducation positive - est souvent perçu d'une façon insuffisante ou fautive. Les étudiants des écoles normales devraient être amenés à adopter une attitude plus encourageante, plus sécurisante et davantage empreinte de confiance. Il est nécessaire de préparer à la participation, à la cogestion et aux autres formes de gestion démocratique.

Trop d'étudiants des écoles normales sousestiment l'importance du contact avec les parents des élèves, ou ne se sentent pas en mesure de l'assurer. Il serait donc utile qu'ils soient conscients du fait qu'une mauvaise coordination entre l'école et le foyer de l'enfant peut être à l'origine du sentiment d'incertitude et de l'inadaption des élèves. Les étudiants doivent être préparés à ces contacts et à cette collaboration.

Suite à l'appréciation minime dont jouit la profession d'instituteur certains étudiants développent une image de soi négative. Il est fréquent de les voir subir certaines tensions dues à cette situation contradictoire: le rôle prépondérant de l'instituteur en classe et son rôle subordonné dans la société.

Le programme est considéré par la plupart des étudiants comme surchargé. Même certaines branches qui appartiennent au domaine des sciences humaines ne sont pas appréciées. Le système d'évaluation et la coordination imparfaite entre les professeurs sont l'objet de critiques.

Une nouvelle enquête a été lancée dès février 1973 afin de contrôler l'évaluation des attitudes dans la nouvelle organisation des écoles normales.

JOB ANALYSIS

GRAN, Bertil:

Education in teacher training based on job analysis of teachers (Project PIL)

Malmö School of Education

/summary prepared by the researcher/

The project has concentrated on the following four areas:

Area 1

Job analyses have been carried out by means of the following methods:

Analyses of official texts: A classification of texts of an official character has been carried out by means of an inquiry among different school administrators. From these texts certain demands made upon the teacher have been categorized. These analyses give an overview of the demands made upon the teacher from the point of view of society.

Interviews: About one hundred interviews have been carried out with persons belonging to various "contact-groups" (administrators, teacher trainers, parents, pupils, etc.). They were asked to describe what they expected of the teacher today and what will be expected of him in the near future.

Critical-incident studies: More than 2,000 critical incidents reported by student teachers during their early teaching experiences have been analyzed with a view to ascertaining typical school situations that student teachers often have to cope with. The material showed what decision-making the incidents led to and what more permanent models of action could develop out of these decisions. The incidents have been classified according to various classification systems, and variations between the categories within each system and between background variables have been analysed in order to establish significant differences. The most frequent types of decision-making and the most common models of actions have been scrutinized further and compared with recommendations in the handbooks of suggestions for teachers provided by the Swedish Board of Education. The main findings are that student teachers who are subject specialists in the comprehensive schools mostly report incidents involving discipline whilst planning is a problem in the "gymnasium".

Questionnaire to school principals and teacher training specialists: The questionnaire, based upon the analyses of official texts interviews and the critical-incident studies, concentrated mainly upon expectations concerning the teacher's role. The questionnaire was given to about 800 persons: school principals, consultants for in-service training and teachers in schools of education. The following aspects have been evaluated:

- the demands made upon the teacher today;
- how well teacher education is fitted for these demands;
- the future development of the teacher's role;
- how the teacher's role is related to the aims of the school.

It is possible to describe the teacher's role by means of a factorial structure where five different clusters are identified:

1. a development factor;
2. a factor concerning the pupils' socio-emotional development;

3. a factor concerning the pupils' cognitive development;
4. a method-material factor;
5. a communication factor.

Different groups of people specify different demands made on teachers, but in general greatest emphasis is laid on factor two.

Systematic observation of new teacher roles: Situations involving various types of grouping, team teaching and work in open-plan schools have been especially studied. Data have also been collected concerning work with method-material systems. The data have not yet been fully analysed, but it is evident that new teaching arrangements will modify the role of the teacher.

Area 2

Analyses of training needs have been carried out by means of various types of questionnaire. The data indicate that teacher training in Sweden is least satisfactory in respect of child welfare and of teacher communication and co-operation. A study of the development of attitudes and of certain personality factors amongst student teachers during their training in practice schools has also been carried out.

Area 3

Experiments with the following have been conducted in most of the schools of education in Sweden: new programmes for pupil care; programmes for role playing; co-operation within teacher training; new methods of evaluation. The results of this development work are satisfactory.

Area 4

An evaluation of teaching aids is being made according to an instructional technological model. Lists of printed instructional materials of potential use to those involved in teacher education, especially with the field of pedagogics, have been published. Lists of films, film strips, etc., will follow in the near future.

COURSES

ORGANIZATION AND CONTENT

EASON, T.W.:

The relations between academic and professional studies in colleges of Education in England and Wales /

University of London Institute of Education

/summary prepared by the Department of Higher Education of the University of London Institute of Education/

The research project (196 -70), sponsored by the Department of Higher Education of the University of London Institute of Education and funded by the Department of Education and Science, was concerned with the concurrent type of teacher training in general colleges of education, excluding, that is to say, not only post-graduate non-concurrent courses but also the initial training of non-graduate teachers in various kinds of specialist college (for example, physical education, home economics). The group of student teachers under review is very large (about 100,000 places at one time in well over 160 colleges - the number of teachers in primary and secondary schools is only about 3.1/2 times the number of places). About nine out of ten of all primary and secondary teachers were, during the period of the research project, being trained in the concurrent courses of the general colleges of education. The very large number of student places in relation to the profession itself (about 2 to 7) reflected not only very substantial and rapid attrition, especially among women teachers, but the considerable component in the college concurrent course of "higher education" as distinct from narrow professional preparation.

The questions to which the project sought answers comprised the following among others:

- Does the concurrent programme reflect outdated assumptions, and is it therefore adhered to simply as an uncriticized inheritance from the past?
- How much support for it exists among principals, staff in various categories and grades, and students?
- What is the nature of the opportunities, and of the difficulties, in learning and teaching in the concurrent type of organization of programme?
- What are the effective relationships in action (in teaching and learning) between the four identified elements of:
  - . main subject course studies;
  - . curriculum studies oriented to the needs of primary and secondary teachers;
  - . academic study in the foundations of education;
  - . apprentice-type practical initiation into teaching skills and techniques?

There is a broad basis of support among students, teaching staff and principals in the colleges for the concurrent form of organization, but this is accompanied by a sharp awareness of difficulties for teaching and learning arising from it. The grounds adduced for supporting the concurrent form of programme arise from the opportunity for college teaching staff and their students to bring academic and professional considerations to bear on issues connected with the educational task of the schools, and to develop the knowledge and insights relevant to this. The resulting demands on the college teaching staff are for effective curricular breadth, integration of studies, and relevance. The difficulties arise from the administrative complexity of programmes which cannot be contained within a subject-department organization and from the diffuse nature of the tutors' role which makes the recruitment and induction of college staff able to meet the resulting job prescription no simple matter. On the other hand, the inquiry was able to identify on the part of college staffs a high degree of job satisfaction in meeting the demands of this type of programme.

The complexity and closeness of the relationship between:

- academic main subject studies
- school oriented curriculum studies, and
- educational foundation studies

was brought out, and not least the importance of the first in relation to the professional training aim with which the second and third are explicitly concerned.

The inquiry can be seen as tending to substantiate the claim which was made subsequently in a Department of Education and Science White Paper (1) that there is "greater support for concurrent courses for those wishing to commit themselves to teaching at an early stage" than had sometimes been assumed.

Certain common stereotypes received no support. It does not appear to be the case that while education tutors in the colleges are interested in the professional aspects of the programme, subject tutors are not. There is a conscious involvement in professional training in all departments, and the socialising influence of the college on its own staff over the years is to deepen, not diminish, this commitment. There is a perceived limited success in linking the main-subject studies to the professional purpose of the course as a whole, but there is also a wide desire to strengthen these links - a desire felt by principals and teaching staff as well as students. There was recognition at many levels within the colleges that simply to identify "academic and professional" aspects of teacher training respectively with (i) subject (method) and (ii) age-range studies (child development or school organization) was to introduce superficiality.

Evidence indicated that the concurrent form of programme was compatible with a training purpose directed towards a flexible rather than a stereotyped outcome, professional development rather than a mere apprenticeship.

Publications: The results of the inquiry have been given in two monographs (The principals and their colleges (1970); Staff and student attitudes in colleges of education (1971)) in the series Colleges of Education: Academic or Professional?, published for the Department of Higher Education by the National Foundation for Educational Research.

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(1) Education: a Framework for Expansion. London, HMSO, 1972 (Cmnd. 5174)

MITTER, W.; BAYER, M. and KOLBE, M.:

Secondary school teacher education

Deutsches Institut für Internationale Pädagogische Forschung, Frankfurt/Main

/summary prepared by the researchers/

Secondary school teachers in Germany usually study two subjects at university for 5 to 6 years before entering the profession. During their first 18 months in schools they follow a training programme and attend seminars (Studienseminar), the aim of which is to acquaint them with teaching methods, relevant aspects of psychology and sociology, and to familiarize them with curriculum development. It is now strongly felt that such a preparation for teaching (subject matter followed by introduction to the practical problems of the profession) is not adequate.

The aim of the research project is to investigate the present weaknesses of secondary school teacher education and to make recommendations for reforming the system. Answers to the following questions are sought:

- Which forms of organisation and which teaching methods have proved to be successful during university studies and during the Studienseminar?
- What modifications is it necessary to make in the university phase and in the induction phase?
- To what degree does the training in educational theory meet the real needs of teachers?
- What knowledge and methods does a teacher need so that a democratic school system may be set up?
- What training during the induction phase is most effective?
- What aspects of the teacher education programme will promote innovative behaviour?

It is hoped that the research findings will contribute to the debate concerning the advantages and disadvantages of the induction period, in particular whether or not the theoretical and practical work now done in the Studienseminar should be incorporated into the university studies. It is not intended to offer a mere description of the present situation but to recommend future changes.

The collection of data has been completed. Questionnaires were administered to some 550 young teachers at 22 Studienseminar. The study covers a wide geographical area - Berlin, Hamburg, Schleswig-Holstein, Nordrhein-Westfalen, Niedersachsen and Rheinland-Pfalz. University courses in philosophy, educational theory, psychology and sociology have been grouped according to their contents so as to enable the level of representation of individual topics to be assessed. This will make it possible to see which subjects, important to the education of teachers, are already sufficiently taught and which are not.

PROST, Antoine:

Recherche sur les attentes de formation des jeunes enseignants du second degré

Université d'Orléans

/résumé préparé par le chercheur/

La formation professionnelle des enseignants du second degré en France consiste essentiellement en un stage d'une année dans les classes de trois professeurs plus anciens. Ce stage est d'abord passif, puis actif, c'est-à-dire qu'après avoir écouté des cours, le stagiaire en donne à son tour, en présence du conseiller.

La recherche vise à déterminer les attentes de formation des stagiaires. Elle procède par questionnaire rapidement rempli (sans réflexion préalable). Une première étape a consisté à administrer ce questionnaire en octobre 1972 à 75 stagiaires d'Orléans, appartenant aux diverses disciplines. Les résultats ont été les suivants. L'attitude la plus répandue consiste à accepter le modèle pédagogique transmis par les professeurs conseillers. Cependant ce modèle pédagogique est refusé par presque tous les professeurs de lettres, de philosophie et d'histoire qui ont déjà enseigné, sans formation, comme maîtres-auxiliaires. Les autres variables n'interviennent pas à ce stade: l'âge, ni le sexe des stagiaires

n'introduisent de variation significative. Les professeurs de sciences sont les plus traditionnalistes. Les mathématiciens, cependant, adoptent des attitudes très variées, que l'analyse n'explique pas. Les professeurs de langues vivantes ont également des attitudes variées, les germanistes semblant plus traditionnalistes que les anglicistes.

Si l'on pousse plus loin l'investigation, on constate qu'aucun modèle ne s'impose comme alternative au modèle de formation actuellement dominant : le refus du modèle traditionnel ne s'effectue pas au nom d'un contre-modèle défini. Cependant, des nuances plus ou moins marquées dans les attentes de formation, qui peuvent parfois conduire au refus net de l'exemple des anciens, permettent de dégager deux voies différentes de recherche. D'une part un certain nombre de stagiaires attendent beaucoup d'échanges avec leurs co-stagiaires : ils sont partisans d'une réflexion sur les comportements et les attitudes pédagogiques, et considèrent comme une qualité éminente l'aptitude du maître à se remettre en question ou à accepter le dialogue avec les élèves. D'autres stagiaires semblent soucieux de compléter le modèle traditionnel d'enseignement magistral par une pédagogie plus rationnelle, plus méthodique (analyse des processus d'apprentissage), sans que cette position soit aussi fréquente qu'on l'attendrait chez les linguistes, préoccupés pourtant de technologies modernes. Ces deux variantes sont exclusives l'une de l'autre : on conteste le modèle traditionnel soit au nom des apprentissages rationnels, soit au nom d'une mise en question des comportements personnels. L'accent est mis soit sur la discipline enseignée, soit sur la relation : il n'est pas mis sur les élèves, et les éléments de formation qui, paradoxalement, suscitent le plus de réserve sont précisément les apports d'ordre psychologique ou sociologique.

Dans une seconde étape, la recherche va se poursuivre à partir du même questionnaire et de la même méthodologie pour savoir comment évoluent les attentes de formation au cours de l'année de stage. Pour cela, le même questionnaire a été administré au début de l'année, avant le commencement du stage, et au cours du mois de janvier.

Simultanément, des formations complémentaires du stage proprement dit ont été conçues et testées. Un séminaire groupé de cinq jours a été organisé du 2 au 6 octobre, suivi en janvier d'un nouveau séminaire de deux jours.

Une investigation plus poussée est envisagée au cours du troisième trimestre par interviews non-directives des stagiaires. D'ores et déjà il apparaît que l'examen final, qui termine l'année de stage, pèse d'un poids très lourd sur la formation des stagiaires. Cet examen consiste en un cours professé devant un jury présidé par un inspecteur, assisté d'un conseiller et d'un troisième professeur. Les conseillers rédigent des rapports sur les stagiaires, dont ceux-ci pensent qu'ils pèsent dans la décision finale. Or le cours professé devant l'inspecteur, et qui détermine le début de carrière de ces fonctionnaires, n'entretient qu'un rapport lointain avec la réalité quotidienne des classes. C'est un exercice scolaire artificiel, qui obéit à des normes particulières. Préoccupés de bien préparer cet examen, les stagiaires entretiennent avec leurs conseillers des rapports peu féconds, et qui manquent de liberté. Ils ont du coup les plus grandes difficultés à observer vraiment ce qui se passe dans les classes et à définir avec des élèves, qui ne sont pas vraiment "leurs" élèves, un style pédagogique personnel.

REID, Ivan:

Social science and teaching performance

"Educational Research", vol. 15, no. 1, November 1972, pp. 52-54

/summary prepared by the Centre/

A major innovation in British teacher education in the last decade has been the introduction of sociology and social work as main academic subjects in the colleges of education. By 1968-69 some 26% of colleges were running main courses in sociology and several courses in social work, all of which were well subscribed. Traditionally, main subjects in teacher education have been classroom subjects, and have been viewed as having a twin utility, for the personal education of the student and for his professional preparation for the classroom. The introduction of what are virtually non-teaching subjects has aroused some controversy because of their apparent lack of direct relevance to professional performance. At the college and school level the issue has centre around whether such courses are as sound a preparation for teaching, or fulfil the needs of the schools as traditional subjects are seen to do.

The 1,237 final teaching practice grades given to students at Edge Hill College of Education between 1966 and 1970 were analysed in order to reveal any differences in performance between students studying sociology, social work and traditional teacher education main subjects.

The distribution of final teaching practice grades for students studying sociology is very similar to that of students studying traditional subjects. Overall there is a tendency for them to be over-represented in the middle range of grades and under-represented in the higher. These differences are not significant, nor does year by year analysis reveal any significant or consistent differences.

Social work students display a significantly different distribution of grades compared with students studying traditional subjects. They were more likely to be assessed in the higher range, less likely to be in the middle range and comparable in the lower range.

Analysis of the student input variables revealed but one significant difference between the groups: social work students were more likely to be given higher grades at the selection interview than were traditional subject students ($P = < 0.05$). Analysis of the input factors of all students displayed that only interview grade and passes at the Advanced Level of the General Certificate of Education were significantly related to teaching practice grade.

The findings contain no evidence that studying sociology as a main subject affects the professional performance of a student as measured on teaching practice. The evidence may then be seen to support the contention that sociology appears to be as effective as the traditional subjects in this aspect of teacher education. This could be due either to the fact that main subjects are irrelevant or marginal to teaching practice performance or that sociology provides the student with something which allows him to overcome any disadvantage caused by not studying a teaching subject.

Explanation of the observation that social work students are more likely to be assessed in the higher range of teaching practice grades can be sought in at least three levels: differences in the students, in their preparation and in their assessment. Such data as is to hand is unlikely to be more than suggestive. It may be that students choosing to study a subject with such an obvious emphasis towards the child and teaching might be more strongly motivated or better 'teacher material' than students opting for more academic subjects, and it could be contended that this was recognised by college staff at the selection interview.

In terms of preparation for teaching practice, social work students are sharply differentiated from traditional subject students. The subject they study has apparent and direct relevance to the teaching of children, namely an extensive element on human growth and behaviour, and an introduction to remedial skills. Further, the familiarization with the social services, involving a number of agency visits, and an

introduction to social work skills by practising social workers may affect their ability in handling the social situation involved in teaching practice. For this to be an acceptable explanation however, it would be necessary to demonstrate the use of this knowledge and skill in the classroom and to establish a relationship between the quality of such learning and teaching practice assessment.

Whilst there is an obvious need for more extensive research, it can be concluded that there is no apparent disadvantage in terms of initial professional performance for the students reading sociology and a positive advantage for social work students. This raises questions about the role of the main subject in teacher education, which has been viewed as contributing to the professional performance of teachers because of the direct relationship between its subject matter and that taught in schools. Subjects which are more related to the children, school and social environment, and to the activity of teaching are shown by the research to be at least as adequate in the preparation of students. At the same time it questions the direction, emphasis, and extent of education courses in that the social work course which replicates some major elements of the subject matter apparently produces superior classroom skills.

WEAVER, D.C.:

The effect of the first year of teaching on teachers' attitudes to the professional element in their initial training course

"The British Journal of Educational Psychology", vol. 40, Part 3 November 1970. p. 352

/excerpt from the publication/

Aim

To develop attitude scales with which to measure any change in the attitude of teachers to the professional element in their initial training course, occurring during the first year of teaching.

Procedure

Four colleges of education were chosen to give a full range of male and female students, both young and mature, who had undergone a training course to teach children in the infant/junior, junior/secondary or secondary ranges. Attitude scales were constructed to measure the teachers' attitudes to psychology of education, philosophy of education, history of education, curriculum studies and teaching practice and scored using a Likert method of five-point acceptance or rejection of the statements. The scales were administered to 213 students as they finished their training course in July 1966, and to the same students again in July 1967, after they had taught in schools for one year.

Results

The attitudes to the professional element in the initial training course which the students held on leaving college changed significantly in a negative direction after one year in schools.

The attitudes to the different subjects of the education course were significantly different from each other but the change was not consistent for all subjects. There was a clear preference order for the subjects of the education course and this order was broadly maintained by the four colleges after the second administration of the scales. This order was: psychology of education, teaching practice, philosophy of education, history of education and curriculum studies, with psychology of education rated as the most useful element. The attitude to psychology of education was particularly favourable and the attitude change, although in a negative direction, was extremely small.

The female students had, on average, a better attitude to the professional element of the course than the male students, but after one year the female attitude showed a faster rate of deterioration than did the male attitude.

MICRO-TEACHING

BRUSLING, Christer and STUKÁT, Karl-Gustaf:

Micro-teaching

Gothenburg School of Education

/source - "Educational Research in Sweden 1971-72"/

Starting date: 1970
Completion date: 1973

Aim

The aim of the project is to test experimentally the effectiveness of different micro-teaching techniques and to test models for implementation of effective procedures into regular teacher education.

Scope

In 1970-71 a laboratory experiment was conducted using 48 subjects. A more extensive experiment is planned in 1972-73.

Methods

The laboratory experiment was designed as a factorial experiment. The evaluation of results was done mainly by coding of observations of videotaped student teachers' practices. Statistical analysis was done mainly by analysis of covariance, uni- and multivariate.

Findings

The immediate effects of self-confrontation seemed to be positive but changed later on into negative effects. The proven gains after the laboratory-like training of two hours had largely disappeared two months later when the student teachers were observed in regular classrooms. The student teachers held very positive attitudes towards the used variants of micro-teaching.

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BRUSLING, Christer: Effects of cued modelling procedures and self-confrontation in a micro-teaching setting aimed at developing non-verbal behaviour - Paper presented at the International Micro-teaching Symposium, Universität Tübingen, 1972. Gothenburg School of Education, 1972

TINGSELL, Jan-Gunnar: Beteendeobservationer med mekanisk registrerutrustning (Observations of behaviour by means of a mechanical recorder). Gothenburg School of Education, 1972 24 p. + app.

LANDSHEERE, G. de:

Micro-enseignement

Laboratoire de pédagogie expérimentale, Université de Liège

/résumé préparé par le chercheur/

L'analyse de la performance pédagogique proposée par les auteurs de micro-enseignement ne dépasse pas, le plus souvent, le niveau grossier des intuitions artisanales et il ne fait pas de doute qu'une analyse systématique des interactions de classe distinguera, d'une façon bien plus pertinente,

les éléments comportementaux de la fonction enseignante. Mais, entreprise depuis peu, cette analyse montre aussi que les éléments de la conduite d'enseignement ne sont pas indépendants les uns des autres, mais s'intègrent toujours dans un pattern particulier.

Le travail de J. M. Martin (1) illustre assez bien l'impossibilité de modifier durablement un comportement d'enseignement aussi simple et facilement isolable en apparence que l'évaluation par le maître des réponses des élèves (fonctions de feedback). La qualité des feedbacks dépend, en fin de compte, de tout un style d'enseignement; vouloir la changer implique nécessairement qu'on modifie l'ensemble du pattern d'interactions : soit, très schématiquement, une question fermée, une réponse automatique, une évaluation stéréotypée; soit, au contraire, une question ouverte, une réponse plus complexe sanctionnée par une évaluation plus discriminée et spécifique.

Aussi, plutôt que d'entraîner les maîtres, par les procédures classiques du micro-enseignement, à produire séparément les comportements caractéristiques de la performance pédagogique, nous croyons - puisque l'acte d'enseigner forme un tout avec sa logique propre - qu'il serait autrement efficace de les aider à contrôler, par l'analyse adéquate d'une performance complète, le style d'enseignement qu'ils adoptent spontanément, de les aider alors à découvrir et à maîtriser les éléments qui règlent le pattern des interactions de classe.

Ainsi, lors d'essais de micro-enseignement au Laboratoire de pédagogie expérimentale de l'Université de Liège, nous demandions aux stagiaires, licenciés en sciences de l'éducation, de présenter une mini-leçon de cinq minutes à un mini-auditoire de cinq élèves. Nous eûmes la surprise de constater que les stagiaires enseignaient la notion de levier à des élèves de sixième année primaire sans même s'apercevoir que ces derniers connaissaient déjà parfaitement la matière enseignée. Plus précisément, nous constations que les stagiaires se bornaient à produire, dans l'ordre d'importance, des fonctions d'imposition, de feedback positif stéréotypé, d'organisation et de concrétisation, du genre :

Professeur - "Toi, dis-moi, qu'est-ce que je montre?"
Elève - "Un casse-noisette"
Professeur - "Un casse-noisette, très bien".

Constatant en outre que la participation des élèves était fort inégale - toujours le ou les deux mêmes élèves, les plus rapides, fournissaient les réponses - nous avons donné aux stagiaires les consignes

- de mieux contrôler la participation de façon à impliquer tout le monde une fois dans le débat et

- de favoriser les échanges entre élèves en les invitant à commenter entre eux les réponses avant de les sanctionner par un feedback.

Le simple respect de ces consignes relatives au contrôle de la participation et à l'organisation du débat suffit pour modifier sensiblement le style d'enseignement : nous enregistrions une baisse des fonctions d'imposition et l'apparition nette des fonctions de développement et de personnalisation, garanties d'un enseignement mieux adapté aux problèmes et aux intérêts des élèves.

D'autre part encore, et toujours pour pallier le défaut de l'apprentissage de comportements séparés, artificiels, nous pensons qu'il y aurait intérêt à focaliser les séances de micro-enseignement sur la maîtrise de stratégies complètes d'enseignement nettement circonscrites et dont l'efficacité a été éprouvée. Les travaux de Taba (2) ou de Nuthall (3), par exemple, se prêtent particulièrement à une exploitation dans un cadre de micro-enseignement.

Enfin, le rôle du micro-enseignement ne semble pas devoir se limiter à la formation des maîtres. La situation de micro-enseignement ne fournit-elle pas, en effet, un excellent modèle de la situation de classe? Toutes les variables sont présentes et, surtout, leur manipulation devient possible. Bien sûr

avec l'appauvrissement, mais aussi avec la rigueur du laboratoire on pourra, dès qu'on disposera d'un critère de rendement approprié, étudier tout-à-loisir la plasticité et les effets de l'interactions maître-élève.

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(2) TABA, H. et al. : Thinking in elementary school children, San Francisco, San Francisco State College, Co-operative Research Project No. 1574, 1964

(3) NUTHALL, G. : An experimental comparison of alternative strategies for teaching concepts. American Educational Research Journal, Vol. 4, 1968, 561-584

EDUCATIONAL TECHNOLOGY

COLLIER, K.G.:

Learning programmes in colleges of education

Bede College, Durham

/summary prepared by the researcher/

For the first six months of 1971 a study team established by the National Council for Educational Technology examined the needs of the colleges of education for learning materials and designed a system for producing and distributing these materials. It was envisaged that the materials would include study guides and programmes for use by individuals, small groups and classes. The study team very quickly agreed that educational technology was not to be equated with audio-visual techniques, however sophisticated: the phrase must be taken in its widest sense to involve the defining of the knowledge, skills and attitudes students are expected to acquire, the selection of suitable teaching/learning techniques for the achievement of these purposes, and the evaluation of the effectiveness of the courses and materials used.

The study team visited more than a third of the colleges of education in the U.K., to study their use of educational technology. Closed-circuit television was being widely used, mainly for video-tapes of children in schools and of broadcast programmes. Multi-media packages and assignments for small groups ('syndicates') were in use in a considerable variety of forms but not in large quantities. Resource centres were in use or under consideration in many colleges. But little attention was being given to the defining of the objectives of the courses or to their evaluation.

Thus it became clear that the major problems in the development of educational technology in the colleges were:

- the lack of an information service about available materials;
- the lack of a machinery for designing, producing and testing the learning materials;
- the lack of any machinery for enabling the decision-making bodies in the colleges to test the materials and the approach for themselves;
- the lack of any consultancy service to which colleges could turn for advice in this field, whether in the design of materials, the defining of objectives, the evaluation of courses, or the design of resource centres.

The study group considered the whole undertaking was emphatically to be regarded as an exercise in innovation and that careful attention must be given to the processes and tactics of innovation.

The Report (1) proposed a five-year pump-priming project on a considerable scale. In early 1972 the National Council organised a series of conferences for principals and senior staff members of colleges to assess the response of the colleges to the project, and approaches were made to funding bodies. In the light of these consultations a modified proposal (2) was drawn up on a three-year basis, with much of the expenditure being carried by the colleges on their normal equipment-and-materials budgets. While the funds necessary for the full-scale operation of the project are being sought, a skeleton scheme has been launched utilising the expertise and enthusiasm of college lecturers known to be committed to these developments and designed to demonstrate the potential that is being built up. This is being funded by the National Council on the same small budgets as the earlier stages, and is concentrating in the first place on the development of information and consultancy arrangements. The response from the colleges has been extremely positive.

The Government White Paper "Education: a framework for expansion" (3) proposes amongst other things a diversification of the functions of the colleges of education.

It will undoubtedly involve a heavy concentration of time and manpower in the colleges on forward planning but it is considered that the redesigning of courses on a unit-based principle may well give an added impetus to the developments of educational technology in the colleges. The National Council believes that the project described above is so designed as to be well suited to such developments.

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FAUQUET, M.:

L'emploi du circuit fermé de télévision pour la formation des maîtres

"Media", 23-24, octobre-novembre 1971, pp. 31-37

/résumé préparé par le Centre/

Les résultats de recherche attestent l'efficacité de l'emploi du circuit fermé de télévision pour la formation des maîtres. Ils ne doivent cependant pas masquer toute une série d'effets liés au degré d'acceptation de cette nouvelle technique par les élèves-maîtres.

Nous avions recueilli l'opinion des normaliens (étudiants dans une école normale) lors de la première expérience française de ce genre, menée en 1964-1967 à l'école normale académique de Lille. Or l'opinion moyenne de notre population s'est révélée très réservée (27% de réactions favorables contre 73% de réactions défavorables). En dépit d'une très nette amélioration de l'installation intervenue entre 1966 et 1967, le degré d'acceptation des normaliens de Lille n'a pas varié. L'expérience de J. Naeslund, à Stockholm, confirme cette constatation à première vue paradoxale; les dispositions des élèves-maîtres ayant bénéficié d'une installation plus perfectionnée en 1968 ne s'avèrent pas significativement plus favorables que celles des élèves-maîtres ayant utilisé une installation plus rudimentaire en 1967.

Ainsi se trouve réfuté le préjugé technologique qui consiste à croire (ou à laisser croire) que l'introduction d'une technique nouvelle est nécessairement un agent de changement. En fait, l'attitude psychologique joue un rôle bien plus important. La convergence des résultats tirés d'expériences différentes par leur problématique et leur déroulement ne permet aucun doute sur ce point. Nul n'ignore la distance qui sépare souvent l'opinion d'un individu de son comportement effectif.

Dans le cadre de l'expérience de Lille, nous avons administré, après chaque séance d'observation, un questionnaire destiné à faire préciser par les élèves-maîtres les avantages spécifiques du circuit fermé et de l'observation directe. Il ne s'agissait plus ici de recueillir une opinion générale et abstraite, mais de vérifier un comportement réel à l'occasion de chaque exercice particulier et concret d'observation. Les résultats sont meilleurs (40% d'avantages en faveur du circuit fermé pour 60% en faveur de

l'observation directe) mais restent inverses de ceux obtenus à Bonn avec des étudiants du premier semestre (60% contre 40%). Mais le fait significatif réside surtout dans l'évolution de ce degré d'acceptation au cours de la formation. A Bonn, cette évolution régresse : 60% de réactions positives au premier semestre pour 50% au deuxième semestre; 40% de réactions négatives au premier semestre pour 50% au deuxième semestre. A.O. Schorb explique ce fait par l'impatience croissante des étudiants de la Pädagogische Hochschule à mesure qu'ils approchent du terme de leurs études et de leur entrée en service. L'évolution des normaliens de Lille est autre. Elle ne régresse pas au cours de leurs études, mais elle se différencie en fonction de leur niveau académique initial, de leur spécialisation et de leur sexe : le élèves-maîtres d'un niveau académique plus élèvé sont plus favorables, et pour toutes les sections, les scientifiques sont plus favorables que les littéraires, les normaliens plus favorables que les normaliennes.

Quoi qu'il en soit, les élèves-maîtres refusent avec force une politique qui consisterait à "substituer" à l'observation directe l'observation par circuit fermé. Mais ils acceptent volontiers cette nouvelle technique comme "moyen de préparation", et comme moyen différencié de préparation, en insistant sur la complémentarité des deux modes d'observation. Ces normaliens estiment que l'observation directe, sur le terrain en quelque sorte, permet une perception synthétique du climat vécu dans la classe absolument irremplaçable, alors que le circuit fermé devrait être utilisé spécifiquement comme un remarquable instrument d'analyse des situations pédagogiques.

GRAN, Bertil and BIERSCHENK, Bernhard:

A study of closed-circuit television and microteaching, mainly as a sub-system within an integrated teacher training scheme (Project ITV-Malmö)

Malmö School of Education

/summary prepared by the researchers/

Aims of the project

1. to analyse closed-circuit television (CCTV) as a sub-system within teacher training and to evaluate the use of CCTV programmes;

2. to study the effect on trainees of self-confrontation via video-recorded microteaching;

3. to construct video-recorded simulation exercises for practice in diagnosis and decision-making.

Area 1

CCTV has been analysed as a sub-system by means of interviews with key persons and of a questionnaire given to students and teachers at the Malmö School of Education. Results indicate that teachers find the CCTV more useful than do students. Two groups can be distinguished amongst the students: lower grade teachers find CCTV programmes more useful than do secondary school subject specialists.

Area 2

This study has been designed to investigate the effects on self-assessment by student teachers of self-confrontation processes via CCTV and video-recording and of dyadic confrontation processes (in the form of traditional tutoring). The self-assessment of the subjects was objective (i.e., realistic), and the student teachers agreed with education experts that neither traditional tutorship nor self-confrontation via CCTV and video-recording had had any effect on the subjects' structure of perception and evaluation

of the micro-lessons. However, there was evidence to show that tutors and student teachers run a considerable risk of misunderstanding one another when they try to discuss separate components of a complex teaching process. There will be further analyses of data, for example, on the following topics: student teachers' comments, student teachers' reactions to repeated confrontations with the same micro-lesson. There will also be a long-term follow-up of student teachers' self-assessment.

Area 3

A number of video-recorded simulation exercises have been prepared. The subject is shown unfinished interaction situations, and he has to make recommendations concerning action to be taken. Written versions of the interaction situations are also available. Analysis shows that most of the exercises are able to discriminate between "constructive problem solution" and "authoritarian problem solution". Reactions to the video-recorded and to the written versions vary. New exercises have been developed and are being tried out as a decision-training aid.

NAESLUND, Jon:

Closed-circuit television and teacher training

Stockholm School of Education

/source - "Educational Research in Sweden 1971-72"/

Starting date : 1968
Completion date: 1975

Aim

- Inventory of closed circuit television (CCTV) requirements in teacher training;
- Study of attitudes to the use of CCTV for:
  . concretization of teaching and consequent integration of theory and practice,
  . replacement or preparation of direct visits to classes,
  . supplementation of methodology teaching by micro-teaching;
- Using CCTV to study the reliability of subjective assessments:
  . in connection with admissions interviews,
  . in connection with awards for teaching proficiency.

Scope

- All lecturers in methods and education in Sweden;
- About 2,000 teacher trainees
- 2 x 12 trainees assessed by a total of some fifty judges

Findings

Student teachers find education and methods more meaningful and better integrated with practice when illustrated by means of CCTV. CCTV observations are considered better than or as good as direct classroom observations by more than 50% of the student teachers. Micro-teaching makes the student teachers more

confident before their first training in classrooms. A questionnaire, constructed for the purposes of the project, has proved to be very reliable. Subjective judgments of teacher performance - at entrance interviews and judgments of teacher performance - are not very reliable.

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POINSSAC, Josette et Georges:

Formation des enseignants à la technologie éducative

Centre audio-visuel, Ecole normale supérieure de St. Cloud

/source - "Recherche en matière d'éducation: Enquête européenne 1970." Strasbourg 1971/

Rédaction: 1973

But

Déterminer les caractéristiques d'un système efficace de formation des enseignants à l'emploi des techniques audio-visuelles.

Méthode

- Etude critique des moyens de formation existants: analyse de l'organisation, des programmes et méthodes des principaux cycles de formation, français et étrangers;
- Analyse de la documentation audio-visuelle utilisable en la matière;
- Enquête relative à l'influence de la formation sur les enseignants qui l'ont reçue et, à travers eux, sur le milieu scolaire;
- Etude des besoins, en vue de préciser l'objectif de la formation;
- Analyse d'expériences ponctuelles de formation méthodiques, entreprises en fonction du projet avec des enseignants en exercice ou de futurs enseignants.

TEACHING PRACTICE

HANNAM, Charles; SMYTH, Pat and STEPHENSON, Norman:

Young teachers and reluctant learners

/summary prepared by the researchers/

In "Young Teachers and Reluctant Learners" (Harmondsworth, Penguin, 1971) we describe a scheme which was intended to meet some of the current criticisms of teacher training. Too often theory is divorced from practice, and the disciplines that are the basis for the study of education are insufficiently related to one another and to the needs of the students. Block teaching practice where the student meets children only in large groups is not necessarily the best practical introduction to teaching. Students do not experience children as individuals, and there is little opportunity to establish the kind of relationship necessary for success with reluctant learners. The scheme was not structured in any formal sense. The emphasis was on a continuous relationship between one student and two children rather than upon school learning. For the most part the students worked with the children outside the formal academic setting.

We have no doubt that the scheme increased the students' sympathetic understanding of children with very different backgrounds from their own. However, what we still know very little about is just how, even given good relationships, these children can be helped to learn those things society expects our schools to teach. What is the best possible combination of formal and informal approaches to learning? How directive or non-directive should the teacher's approach be? How can pupils' immediate interests and preoccupations be picked up and extended in the interests of wider learning? How can we escape from the limitations of a subject-based education?

We are now engaged in a new project designed to tackle some of these problems. Our students are working with a group of reluctant fifteen-year-olds (including immigrant children) who on account of the raising of the school-leaving age have to stay on for an extra year. We have made accommodation available in the Bristol University School of Education building, which means that the pupils being their attitudes and problems to a place that in some way reminds them of school. Students have therefore to face up to some of the limitations imposed by any institution, however favourable the conditions. We chose 'The Family of Man' as the theme on which the work of students and pupils might focus. To begin with, two films and some Schools Council Integrated Studies kits were made available, and students were encouraged to develop the work as they perceived the needs and interests of the children. Each student keeps a journal and there are weekly tutorial meetings where progress is discussed.

The scheme has been running for a term only so there are no results to report. We are hoping that this close scrutiny of approaches and attitudes to learning will provide the students and us with greater insights into the difficulties experienced by these children in schools - one of the most daunting problems in teacher education today.

STONES, E. and MORRIS, S.:

The assessment of practical teaching

"Educational Research", vol. 14, no. 2, February 1972

/summary prepared by the Centre/

A questionnaire was prepared dealing with the problems of assessment of practical teaching and sent to 188 heads of education departments in colleges of education and tutors in charge of courses for the post-graduate certificate in education in university departments of education. One hundred and twenty-two institutions replied.

Among the institutions that provided information about the use of rating scales (111), the five-point scale was the most popular (65 institutions) followed by the three-point scale (17) and the fifteen-point scale (10). Fifty-two institutions averred that they used a profile, though there was strong indication that some respondents equated the term with "pen portrait". The profile which provided for the largest number of dimensions had 32 items in eight sections, and the profile with the lowest number had four. Twenty-eight institutions reported that they used other methods of expressing practical teaching assessment. In many cases the method referred to was a written report provided by the practice school, the tutor, or the practice-school headteacher. Forty institutions indicated that they worked to a notional distribution of marks for practical teaching. The most common percentage of distinctions was 10%.

Fifty-four institutions gave information on the percentage of the total assessment for the final certificate contributed by the final practical teaching assessment. Two institutions indicated that it was in the range 0%-19%, 42 in the range 20%-39% and 10 in the range 40%-50%.

The bulk of respondents (69) used impressionistic methods of assessing. Some (17) used a combination of impressionistic and analytic, and 17 reported using analytic methods alone. Almost all institutions (107) based their assessments on the students' performance in a series of lessons. The number of lessons reported as forming the basis for assessment ranged from one to 23 (mean = approximately 7). Ten institutions reported using the final lesson as the basis for their assessment and 40 institutions reported that it was used in conjunction with a series of lessons. One hundred and six institutions reported that they made some allowance for the "difficulty" of the school in their assessment, almost all indicated in some way that this allowance was impressionistic or subjective. Forty-five respondents said that they made allowance for a student's likely development as distinct from his present performance.

The fact that 25 out of 113 respondents did not inform students of the criteria on which the assessment was based somewhat weakens the effect of the impressive number of respondents saying that they fed back the assessments of individual lessons (99 out of 120).

Three important features arise from the analysis of criteria used as the basis for assessment:

- their extremely wide variety, a variety which seems to arise from idiosyncratic selection;
- the criteria as presented by many institutions lack logical arrangement or structure;
- very little attention is paid to what the children actually learn from students, and even less to the ability of students to evaluate what the children have learned.

The wide diversity of assessment patterns among institutions, the variety and vagueness of many criteria and the idiosyncratic nature of their selection suggest that the certificates of the different Area Training Organizations may be rewarding different student behaviours.

THE UNIVERSITY OF BRISTOL SCHOOL OF EDUCATION RESEARCH UNIT:

Teaching practice research and development

/summary prepared by the Research Unit/

Phase I (1965-68): School experience in teacher education

This stage of the research was carried out with the collaboration of two colleges of education, which train for both the primary and secondary levels, and 35 schools ranging from nursery to comprehensive situated in four Local Education Authority areas. The research procedures adopted included discussions,

questionnaires and direct observation of a sub-sample of students in the school practice situation. The research findings emphasized the value to students of the teaching practice experience and the high degree of satisfaction most of them derived from it, however it was organised and operated. On the other hand there was evidence of:

- a lack of real liaison between school and college staffs despite much mutual politeness;
- uncertainty as to the purpose and effectiveness of the supervisory visits;
- dissatisfaction arising from some logistic features of teaching practice (e.g., shortness of pre-practice visits by students, overcrowding of some schools by students, strain arising from time and travelling problems);
- concern over assessment;
- role and human relationship problems, at times only partially acknowledge.

Publication: COPE, Edith: School Experience in Teacher Education. University of Bristol, 1971

Phase II (1968-71): A study of school-supervised practice

This phase focused on school-supervised teaching practice, that is, teaching practice where no supervisory visits are made by college lecturers and where the school staffs assume responsibility for the students. Sixty primary schools and one college of education collaborated in the enquiry. Among the major findings of the research are the following:

- Teachers and college tutors should create opportunities for face to face encounters with a view to clarifying procedures and improving communications. It is possible that a lecturer will find that, in comparison with visits to individual students, meeting 12 teachers at a strategically situated centre is a more effective, and certainly far less expensive, means of improving the practice experience of 12 students.

- Encounters at working party level are necessary if teachers, students and lecturers are to resolve some of the complexities which inhere in the practice situation. The rationale of a particular form of practice must be made explicit and the organisational consequences worked out, if the participants are to achieve the maximum learning from it.

- The research indicates the importance, in any situation where supervisory visits by lecturers have been superceded, of maintaining contact between the college staff and all those teachers who are allocated students. Without this contact, there is grave danger of an institutionalised split between the two agencies. Such a split could ultimately lead to irresponsibility in the colleges, divorced from contacts in the field, and complacency within schools.

- Working parties comprising teachers and the staff of training organisations should pool their expertise and explore jointly the wide range of activities, which can be classed as "school experience", and the variety of procedures which may make the supervision of students and probationary teachers more effective.

- Any proposals for extending the responsibility of school staff for student supervision should be sensitive to the reservations and different priorities of the participants, and should recognise the necessity for some re-interpretation of the teachers' role. Programmes of in-service education for teachers and lecturers are a necessary preliminary to the adequate implementing of such proposals.

- There will remain other types of school experience which because of their experimental, innovatory and diagnostic bias may demand more sophisticated supervisory techniques. These inevitably will involve specialist skills which can best be developed on the initiative of the organisations which have student training as their primary concern. Selected teachers might join with college staff in high

level training programmes designed to foster the acquisition of these skills.

The increasing interest in school-based training is a desirable development which could lead to a more effective deployment of resources and a blurring of the division between initial training and the probationary year. It could ensure a more dynamic interaction between training organisations and the recipients of their products. There is, however, a danger that some of the support for "teacher tutors" is based on too superficial a view of student learning processes, and that it disregards the extremely complex problems that this new role poses for the school as an organisation and for individual teachers within that organisation.

Publication: COPE, Edith: A study of School-Supervised Practice. University of Bristol, 1971

Phase III (1971-73): Supervision and student learning in relation to school experience

The aims of this phase are:

- to study supervisory procedures with a view to increasing student learning in the practice situation;
- to develop increased insights into the process of supervision within groups of primary school teachers, lecturers and students.

It is expected that the findings will be published in 1974.

WRAGG, E.C.

The influence of feedback on teachers' performance

"Educational Research", vol. 13, no. 3, June 1971, pp.218-221

/summary prepared by the Centre/

The aim of the research was to see what effect different kinds of feedback - systematic and unsystematic, visual and non-visual - would have on the behaviour of student teachers.

Sixteen student teachers were selected according to supervisors' ratings given during the three-month teaching practice period. Four had been rated "above average", eight "average" and four "below average". The 16 students were put evenly into four groups. Each student teacher prepared a ten-minute lesson and taught it to a group of ten children. One hour later they retaught it to a different group of children from the same class. In the meantime, however, the four groups of student teachers had received different types of feedback about the lesson.

Group 1 received both television and Flanders interaction analysis feedback. Group 2 received television feedback only. Group 3 received Flanders interaction analysis feedback only. Group 4 received no feedback.

To control for the possible 'supervisor' influence, each student teacher who received television feedback simply watched the replay on his own with no comments. Flanders interaction analysis feedback was provided in the form of percentage totals of each category used. The students were familiar with the Flanders system and so knew the meanings of the categories. They did not know any research findings based on the system, and so were not being deliberately pointed in any particular direction.

After each teach and re-teach lesson the children rated the lesson on overall appeal to them. Group 2 (television feedback only), Group 3 (interaction analysis only) and Group 4 (no feedback) showed ratings on the re-teach almost identical with those given on the first teaching. Group 1 (television and interaction analysis feedback) showed an increased rating of nearly 13% on the re-teach.

In addition, interaction analysis data were collected on all lessons, both teach and re-teach. Analysis of all the 6,400 tallies collected showed that there was amazingly little change on the re-teach. Only the "lecture" category which showed a decrease of 4% and the "children's talk in response to the teacher" category which showed an increase of 4% were noticeably different the second time round.

Further analysis of the percentage differences of the four groups on the re-teach, however, showed a slightly different picture, if one took any category showing a change of more than three per cent.

Group 1 (television plus interaction analysis feedback) showed a 9% decrease in lecture but a 7% increase in children's spontaneous talk.

Group 2 (television only) showed a 5% decrease in lecture.

Group 3 (interaction analysis only) showed a 3% increase in praise, a 9% decrease in lecture and a 5% increase in children's talk in response to the teacher.

Group 4 (nil feedback) showed a 6% decrease in questioning and a 7% increase in lecture.

Clearly interaction analysis feedback reduces the amount of straight lecturing quite noticeably, as does television, whereas no feedback tends to increase it. Similarly there are increases in children's participation after interaction analysis feedback which do not occur on any significant scale elsewhere.

The tentative findings of this experiment are that when student teachers re-teach a lesson after a one-hour interval to a similar group of children it tends to be largely the same both in terms of type of interaction, as measured by the Flanders interaction category system, and in terms of competence as judged by the children. The exceptions to this were that those teachers receiving both television and interaction analysis feedbacks were rated significantly higher by the children on the re-teach. They also lectured considerably less of the time and got much more spontaneous pupil response. Those receiving only television lectured slightly less. Thos receiving interaction analysis feedback used slightly more praise, lectured much less and gained more pupil response. No feedback led to a decrease in questioning and an increase in lecturing.

If these findings are valid it seems to suggest that the combination of video playback and interaction analysis could be a powerful means both of influencing behaviour and of increasing competence.

At this point one has to consider the question of optimum feedback. In the above experiment the nil feedback group merely had their own thoughts and memories of their perceptions at the time to influence them on the re-teach. As one adds to this, the question has to be asked, what is saturation point? Does the addition of supervisors' comments, video playback, interaction analysis and children's written comments simply provide the student with more and more information and hence enlarge his area of choice on the re-teach, or does it paralyse him after a certain point? Do some types of student teacher find a small amount of feedback sufficient, and do others need a greater amount and more variety? Is feedback of certain kinds a positive obstacle to some teachers?

POST-INITIAL TRAINING

EKLUND, Harald:

The study day project

Linköping School of Education

/source - "Educational Research in Sweden 1971-72"/

Starting date: 1970
Completion date: 1973

Aim

The long-term aim of the project is to contribute towards the development of efficient models for study day activities in refresher training for teachers. Subsidiary aims are:

- To analyse the objectives of study day activities and the target groups' expectations from various points of view;
- To develop methods of opinion inventory and result analysis, and to devise adequate forms for teacher participation in study day planning; and
- To investigate the possibilities of a more systematic utilisation of study day activities for the study of didactic problems.

Scope

The investigation includes teachers and head teachers from all three stages of the comprehensive school.

Methods

Analysis of objectives: model development; literary studies; direct observations; expert conferences; teacher panels.

Opinion inventory: questionnaires; interviews.

Alternative models of study day material are produced and subjected to comparative study. Teacher reactions in the form of course evaluations are collected during regular study day activities.

Findings

The results gathered so far, mainly concern teachers' reactions to different types of study day activities. One conclusion has been that factors of communication psychology have been of great importance in determining the patterns of evaluation. Variations in teacher reactions to study day activities should, consequently, be explained in a much broader perspective than that of a narrow instructional methodology.

Bibliographic references

EKLUND, Harald: Enkät rörande informationen om Lgr 69 (Questionnaire concerning the information about the new curriculum of 1969). Linköping School of Education, 1971, 56 p + app.

ERASMIE, Kerstin: AV-hjälpmedel och lärarfortbildning. En litteraturöversikt (AV aids and in-service training of teachers). Linköping School of Education, 1972, 24 p.

PROBATIONARY PERIOD

HAGENER, C.:

Teacher Training and Probationary Period

"Westermanns Pädagogische Beiträge", no. 2/1972

/summary prepared by the Centre/

In the discussion of the reform of teacher education the Education Ministries have recently advocated a two-phase model:

- training at the college or university, and
- a probationary period of 18 months duration for all teachers, followed by life-long in-service training.

The Education Council (Bildungsrat), on the other hand, had recommended in its "Strukturplan" that induction into teaching should be part of teacher education at the university. Observation and analysis of classroom procedure and practice lessons given by the student teacher should form part of teacher training at the university. In this way the student teacher, after the examination concluding his studies, would be, in principle, a qualified teacher. In school he would have no more than half a normal teaching load for a period, the duration of which would be determined individually. This would not be a probationary period but a period of in-service training. A "Scientific Institute for School Practice" to be created in each university region would serve as a link between university and school and would be responsible for induction into teaching during the study course and for in-service training. University teaching staff, researchers and teacher tutors would co-operate in this institute.

The contradictory views on whether induction into teaching should be the responsibility of the school administration or of higher education are based, as Professor Hagener (Hamburg University, Chairman of the Study Reform Committee in the Education Department) shows in his article, on irreconcilable concepts of the "theory-practice relationship", on which much research has been carried out in the Federal Republic, in particular by the so-called Frankfurt School (Adorno, Habermas et al.). The traditional view is still based on the concept of the Humboldt-University: academic education, according to this concept, provides once and for all the norms for all professional activities and the remaining practical skills necessary for exercising a profession can be learnt in a sort of apprenticeship. This concept reflects the situation that existed in the pre-industrial society of the early 19th century. It still survives in the two-phase model which sharply distinguishes between teacher education and the probationary period. In the modern concept, which corresponds to the present situation of society, practice can no longer be separated from theory: practice is the framework for scientific knowledge and theory-based planning and action.

The issue of where to locate induction into teaching is linked to the problems of university reform: only the reformed university can integrate professional practice and study courses and thereby offer a wider field to academic theory and a broadening of social experience to students.

THE UNIVERSITY OF BRISTOL SCHOOL OF EDUCATION RESEARCH UNIT:

The probationary year research and development

/summary prepared by the Research Unit/

Phase I (1966-69): Survey of teachers in their first year of service

The survey covered the 1966/67 intake of probationers (that is, teachers in their first year of teaching) in all types of maintained school in England and Wales. Data were collected by means of postal questionnaires and/or interviews from 3,588 probationers. The principal findings and their implications can be summarized as follows:

Background and training of probationers: Socio-economic differences in background between many probationers and the children they teach are a source of some first year professional problems. Although three out of four probationers considered their training adequate, they nevertheless appeared to have wanted more of nearly every aspect of it. This implies the need for a clearer definition of the initial training organisation's job and of its short and long-term aims.

Appointment and placement of probationers: Domestic, rather than professional, reasons largely determined the probationer's choice of first teaching post. A surprisingly high proportion of probationers received their job specifications too late to allow for adequate preparation (for example, nearly one in five did not learn of their syllabus until the day they began teaching).

The probationer in the classroom: Most probationers enjoyed average (but not better than average) physical and other teaching conditions. They indicated as their major problem the teaching of wide ability groups (for example, unstreamed classes). Headteachers, however, indicated discipline to be the probationers' most important problem. This would imply that the probationer and the headteacher differ in their perception of reality and that there exist "respectable" (or admissible) probationer problems and others (such as discipline) which are difficult to admit and discuss because they are so central to oneself.

The probationer and his colleagues: Few probationers (2%) found their colleagues to be other than helpful and friendly, but few ever sat in on the lessons of senior teachers or learnt systematically from them.

Probationers' career expectations: The career expectations of the men were more ambitious and longer-term than those of the women, most of whom expected to leave in order to start a family but to return to teaching later (for reasons not predominantly financial).

Publication: TAYLOR, J.K. and DALE, I.R.: A survey of teachers in their first year of service. University of Bristol, 1971

Phase II (1968-73): Development and evaluation of probationer guidance programmes

This phase has involved the initiation, development and evaluation of certain largely out-of-school forms of induction and guidance for probationers. One rural and three urban areas were selected, and three agencies were brought together in the planning and implementing of the courses - the schools, the Local Education Authorities (LEA) and the colleges/universities. The course in each of the four LEAs had a common four-stage framework and was usually based on voluntary probationery attendance:

- Induction conference (in school time)
- Autumn term general meetings (mainly evenings)
- Spring/summer term specific topic courses (mainly evenings)
- Overview conference (in school time).

Data have been collected by means of questionnaires, tutors' records, documents and interviews on the following areas:

- Probationers' and tutors' opinions of the courses at the end of each stage;
- Course structure, content and methods;
- Logistic factors (i.e., cost, length, timing, staffing);
- The consequences and implications of the courses for probationers, LEA, headteachers, universities/colleges, the inspectorate, professional organisations;
- Probationer attender and non-attender differences.

Publication: A report on Phase II will be available in 1973 together with one concerning probationer wastage and extension of the probationary period. Progress report - BOLAM, R.: Guidance for Probationer teachers. Trends in Education, no. 21, January 1971, pp.41-48

EFFECTIVENESS AND EFFICIENCY

EVALUATION OF TRAINING

HAGLUND, Stefan; LINNÉ, Agneta; BJÖRKLUND, Leni and HÅKANSON, Bo.:

Qualitative evaluation of teacher training (Project KUL-K)

Stockholm School of Education

/source - "Educational Research in Sweden 1971-72"/

Starting date 1968
Completion date: 1976

Aim

The project has been prompted by the new teacher training programme inaugurated in the autumn term 1968. The investigation is aimed at a continuous qualitative evaluation of the class-teacher training systems of the schools of education. The principal aim of the project is to ascertain the extent to which the various teacher training establishments attain the objectives of the curricula and to identify factors in the teacher training system which facilitate or impede the attainment of these objectives. The evaluation mainly comprise aims and process analyses and is designed to provide a description of the social system of the schools of education. The project also aims to develop methods for the study of training systems.

Scope

The investigation follows trainee teachers admitted to all schools of education during the academic year 1969/70. The trainees and the system under which they are trained will be followed for the entire duration of their training. In addition, all teachers and administrators involved in class-teacher training are included in the investigation. The project also intends, at a later date, to study the success of the teacher trainees in their profession.

Methods

- Analysis of curricula and other official publications in order to study the objectives of class-teacher training;
- Questionnaire and interview investigations to study aims, resources and processes at individual schools of education;
- Tests in certain central subjects designed in connection with the analysis of aims;
- Further development of methods of aims and process analysis and the construction of theoretical models for the study of training systems.

Findings

The project has described those reforms in the area of teacher training which provide the background to its activities. In connection with this, a description of the project's aim and form has been made (Marklund, 1972). A survey of class-teacher trainees' evaluations of goals and processes in their education (after three terms of training) was made as a basis for a discussion on the content and form of class-teacher training programmes (Linné, Björklund, Haglund, Håkanson, 1972). In addition, the project has outlined a preliminary model which could be used for the evaluation of proficiency and instruction in English for class-teacher trainees. The model is co-ordinated with the new plan for education, and is based on the experience gained from the construction of tests in English for the project and the ensuing discussion (Håkanson and Gårdmark, 1972).

Bibliographic references

HÅKANSON, Bo and GÅRDMARK, Sigvard: Utvärdering av språkfärdighet - ett diskussionsunderlag. Synpunkter beträffande utvärdering av färdigheter och undervisning i engelska vid lärarhögskoglornas klasslärarlinjer. (Evaluation of language proficiency - a basis for discussion. Some points of view regarding the evaluation and the instruction in English for class-teacher trainees at the schools of education). Stockholm School of Education, 1972, 63 p.

LINNÉ, Agneta et al.: Klasslärarkandidaters värdering av sin utbildning - ett diskussionsunderlag. Redovisning av några resultat från en enkät efter tre terminers utbildning. (Class-teacher trainees' evaluation of their instruction - a basis for discussion. An account of some results after three terms of instruction). Stockholm School of Education 1972, 66 p.

MARKLUND, Sixten: Kvalitativ utvärdering av lärarutbildningen. Ett projekt och dess bakgrund. (Qualitative evaluation of teacher training. A project and its background). Stockholm School of Education, 1972, 59 p.

MARKLUND, Sixten and ERASMIE, Thord:

Qualitative evaluation of teacher training (Project KUL-Ä)

Linköping School of Education

/source - "Educational Research in Sweden 1971-72"/

Starting date: 1970
Completion date: 1975

Aims

The research aims at a continuous qualitative evaluation of the teacher training system of the Swedish schools of education. The main purpose of the project is to try and establish to what extent the objectives stated in the curriculum of the special subject teacher training are reached. This overriding purpose implies goal and process analyses. The project aims furthermore at the development of methods for the study of training systems.

Scope

The study includes the six schools of education which train special subject teachers.

Methods

- Analysis of curricula and other official documents in order to determine society's intentions with regard to teacher training;
- Tests and questionnaires constructed on the basis of this analysis of objectives;
- Further development of methods for goal and process analysis, and for construction of theoretical models for the study of training systems.

Findings

The findings of the first of the six phases of the project include a description of those natural science teacher trainees who started their training in the autumn term of 1971. Data reported include: sex and age; social class; education prior to teacher training; connections with the teaching profession.

Bibliographic references

ERASMIE, Thord: Ämneslärarkandidater höstterminen 1971. Populationsbeskrivning av lärarkandidater med naturvetenskapliga ämnen antagna till lärarutbildning ht 1971 (Special subject teacher trainees autumn term 1971. Population description of natural science teacher trainees admitted to teacher training - autumn term 1971). Linköping School of Education, 1972, 54 p. (in Swedish)

ERIKSSON, Karl-Henrik: Lösning och bedömning av uppgifter i pedagogik. Konstruktion och preliminär utprövning av ett utvärderingsinstrument vid lärarhögskolornas ämneslärarlinjer. (Solving and evaluation of test items in Education. Construction and preliminary trial of an instrument of evaluation at the special subject teacher branch of the Schools of Education). Linköping School of Education, 1972, 53 p. + app. (in Swedish)

WALL, W.D. and MAY, D.S.:

Teacher training and the role of the teacher

"London Educational Review", vol. 1, no. 1, spring 1972, pp. 42-50

/summary prepared by the Centre/

There is some evidence that even after several years of teaching, teachers do not altogether come to perceive their training courses as having been fully relevant. An analysis of interview material from 120 primary school teachers in their first five years of service with a Local Education Authority in the south east of England showed that 40% of the teachers wished they had had more teaching practice before they started (May and Shaw, 1971). Thirty-eight per cent had been on further in-service training courses in maths teaching and 32% on in-service courses on the teaching of reading. Thirty-four per cent of the teachers gave as a reason for going on such courses the making up of inadequate college training.

This evidence is naturally susceptible of several interpretations. It can, for example, be argued that the dissatisfaction the teachers found with their own performance in the classroom and in the teaching of reading and maths is itself a measure of their perceptive recognition of the real problems involved in such teaching. As such it is an indicator of the success of initial training courses in making teachers sensitive to underlying problems in education beyond the daily exigencies of organizing their classrooms. This is to some extent supported by the finding that only 11% of the sample reported teaching reading as a definite "difficulty" in their job. Likewise, less than a quarter of the teachers admitted to finding "discipline" a "daily headache". In fact 41% of the teachers reported "relationships with the children" and 40% reported "getting through to the less able" as job satisfactions they were finding in teaching. Thus there is some support for existing primary teacher courses in this tentative data, as well as possible bases for complaints.

A similar, though somewhat more detailed, study of 311 teachers in secondary schools in another Local Education Authority in south-east England revealed a number of difficulties facing teachers which stemmed from the organization and facilities within their schools (Cartwright et al, 1971).

Of the teachers in the sample with more than five years' experience as many as 23% reported that they still had discipline difficulties, and 29% and 32% of such teachers respectively reported difficulties associated with "deciding which technique to apply to a particular lesson" and "pitching a lesson at the correct level". Thirty-five per cent of these experienced teachers also reported continuing difficulties with "teaching children who should be in special schools or remedial streams".

As with the primary teachers study referred to above, these findings are capable of several interpretations in relation to existing teacher preparation courses, though perhaps the findings amongst the more experienced teachers in the sample indicate that their courses did not succeed in educating them

to come to terms with new and varied circumstances. One thing is clear from both studies, however. The teachers involved perceived their difficulties in highly specific terms and in job-related dimensions. Surely some attention should be paid to identified areas of specific difficulty within the teacher's role in any proposed replanning of teacher training arrangements, especially where these difficulties can be shown to persist beyond the early years of a teacher's service. This does not amount to saying that we should give up our attempts to produce educated teachers rather than stereotyped instructors. Rather it argues that perhaps the balance between teacher education and attention to what may be termed "the nuts and bolts" of teaching needs re-examination. Or better still, perhaps the training courses are simply too short at the moment to allow both components to be adequately covered in the training arrangements and the truth of the situation is that you cannot, for example, train graduates to make them teachers in a mere nine months, no matter how convenient and expedient it may be to do so from the financial point of view.

Bibliographic references

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CARTWRIGHT, D.E. et al. (1971): The occupational requirements and training needs of secondary school teachers. Report submitted as evidence to the University of London Institute of Education Area Training Organization inquiry into teacher training

WOLTERS, B.J.:

Opinions of secondary school teachers on the training of teachers

Catholic University of Nijmegen

/summary prepared by the researcher/

A questionnaire was sent to a 10% sample of secondary school teachers (v.w.o. - pre-university education, and h.a.v.o. - secondary general education, higher level) concerning their attitudes to teacher education. The response rate was 55%.

Half the respondents favoured dividing the six-year study period into five years for subject matter and one year for professional training. About 25% preferred a system whereby two of the six years were devoted to education.

There were some inconsistencies in the response pattern. About 80% of the respondents rejected the study of teaching subjects alone as being adequate preparation for entry into the teaching profession. 50% to 65% agreed that without sound teacher education it was "not possible" to achieve a satisfactory level of competence, and that teacher education was an "indispensable prerequisite" for competence in the profession. More than 20% of the respondents held the view that teaching was an art which could be achieved neither through training nor through experience. More than 50%, however held that teaching ability could only be learned through experience. When confronted with 20 selected aspects concerning the theoretical side of teacher education, 19 aspects were judged by 85% or more of the respondents to be necessary elements of knowledge for a competent teacher. 90% of the respondents were of the opinion that practical experience during training would have a "strong" or "fairly strong" positive effect on teaching competence, 70% preferring actual teaching and 20% observation of teaching. Of the 40-week training period half the respondents would like to see nine weeks or less devoted to general theory and six weeks or less to lesson observation.

Answers to the open-ended part of the questionnaire tended to repeat information given in response to the structured questions, and it appeared that respondents lacked a referential frame against which to judge their opinions. The questions were regarded too much as disconnected elements and did not seem to appeal to an integrated view. It might be deduced that teacher education was not a living reality for the respondents, and that they did not feel personally involved. The results might also be interpreted as an indication of the slight expertise of the secondary teachers concerning theoretical teacher education.

TEACHER EFFECTIVENESS

LOMAX, Donald E.:

The outputs of teacher education

"Review of Educational Research", Vol. 42, No. 3 1972, pp. 289-326

/excerpt from the publication/

One of the most ambitious British investigations into teacher success was that of Wiseman and Start (1965), who followed up 248 teachers from one Area Training Organization as part of a long term study. As might be expected, they found little correlation between the assessments made of students in college and other later criteria of successful professional performance. Other research has produced similar results. Start (1966) has discussed the problem of interpreting teacher success and the variety of criteria used to assess it. He points to differences in the criteria employed by university education lecturers and headteachers. In a later study Start (1967) followed up 452 students who had been teaching for three years, and again found little connection between the criteria employed in colleges of education and later in-service success. The ways in which headteachers assess the performance of their assistant teachers obviously affects the system of promotion within schools. Start (1968) obtained headteachers' ratings of their assistants on nine measures of teaching competence. His findings were that assistant teachers with personality profiles very similar to, or very different from that of the headteacher usually received higher ratings for social competence and teaching ability. The teachers who received the lowest ratings for teaching had a tougher, self-confident unconventionality which tended to make them more independent of the headteacher.

As Poppleton (1968) has pointed out, we cannot train teachers if we cannot specify the objectives of training. In her paper she described attempts to establish criteria on an empirical basis by the analysis of statements about successful teaching. The assessment form she describes was based on those observable aspects of teaching which were thought by university lecturers and in-service teachers to discriminate between good and bad teachers. The results indicated that the university supervisors of teaching practice were mainly concerned with the academic qualities of their students, whereas the schools were equally concerned with the students' ease of manner and warmth of personality.

Another example of different groups in teacher education holding different views of successful performance in schools was provided by Sorenson (1967). He analysed the responses of 163 students at the end of an eight-week teaching practice and discovered that students and supervisors had markedly different views of what constituted effective teaching behaviour. Shipman (1965) also reported discrepancies between supervisors and their students on teaching methods. An analysis of the schools being used in the teaching practice also revealed that the placement of the student influenced the assessment awarded by the supervisor. Hore (1971) reported the results of an Australian investigation into the relationship existing between the student's attractiveness and the supervisor's assessment on teaching practice. The female students who obtained an "attractive" rating were also awarded significantly better marks than their less fortunate "unattractive" contemporaries.

In view of the kind of evidence presented above, it is not surprising that in their investigation, Rudd and Wiseman (1962) reported that 590 teachers believed the teaching method courses and the periods of teaching practice had been relatively unsatisfactory experiences during their training courses. Cortis (1968), in a study of 259 students drawn from three colleges of education, reported an apparent dichotomy between the professional and academic criteria of success which were being used. Success in the classroom appeared to be linked with previous teaching experience and naturalistic, tenderminded attitudes to education, whereas academic success seemed to be associated with high verbal ability and tough-minded attitudes to education.

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STRØMNES, Åsmund L.:

Investigation into teacher effectiveness

Institute of Educational Research, University of Oslo

/summary prepared by the researcher/

The aims of the project, started in 1970, are:

- to discover whether different theoretical and/or practical teacher training programmes have different effects on students' attitudes towards education and effectiveness as teachers;
- to study to what extent it is possible to predict teacher effectiveness from different kinds of variables describing a teacher's knowledge, perception and encoding ability.

The first of these two aims was motivated by the hypothesis that it is possible to learn how to become a skilled teacher. In order to test this hypothesis, three different learning programmes were constructed and tried out in teacher training colleges in the south of Norway. The first programme, mainly a practical one, was aimed at training the students' attitudes and their skills as teachers. Its approach was systematic,

concentrating on progressive educational tasks such as observation, team work and training on special items, always starting with the simple items and ending with the more complex and difficult ones.

The second training programme was partly connected with student teaching, but dealt mainly with educational theory. In this programme students had the opportunity to have their own teaching performances recorded on video-tape and to observe and study their recorded lessons alone or together with another student or the supervisor. Ten televised model programmes were shown in connection with the theory lessons. Some of these programmes centred on critical situations in the classroom (discipline, hurting a child's ego); others centred on the structure or design of model lessons using different methods (enquiry method, excursion method, foreign language teaching by a direct method) and on different forms of lesson planning. The programmes, each lasting 10-15 minutes, were followed by discussions on the content directed by the researchers.

The third training programme was a systematic simulation programme. Students carried out simulation exercises covering various subjects and at various grade levels. This programme had elements of dynamic group interaction and aimed at strengthening the students' self-confidence, whilst making them aware of their own limitations as well as of the motives of children, colleagues and parents.

The analysis of data concerning this first part of the project has begun. Preliminary findings indicate very positive reactions among student teachers towards television as a tool in teacher education. There is fairly conclusive evidence of the positive effect of the method which made use of television plus integrated observation and discussions in helping to find sound solutions in critical classroom situations.

The second aim of the project was deduced from a teaching process theory which looks upon teaching as a communication act. It is hypothesized that the result of the teaching process is determined by specific variables as regards the teacher and the learner. In the case of the teacher these variables can be grouped into three categories: (a) variables of knowledge (the subject, the media used, educational planning, goals, the person with whom he communicates, etc.); (b) variables of perception (perception of himself, of the learner, of the social situation as a whole, etc.); (c) variables of encoding (ability to associate, to give form to a message, to structure it, etc.).

A test programme has been planned, and it should give measures of the variables within the communication model, both predictors (subject matter knowledge; knowledge of psychology, methodology and audio-visual media; ability to perceive the central theme in a social communication setting without missing the peripheral stimuli, to perceive ego-attacks without behaving in a regressive manner, to illustrate ideas and concepts, to give a logical structure to a message; creative ability; associative ability, etc.) and criteria (indications of teaching efficiency, based on systematic observation of student teaching; evaluation of student teachers by supervisors; attitudes towards education as measured by a standardized Norwegian test, etc.).

The main reports on the project will be available in 1974. The following reports (in Norwegian) arising from the projects have been produced:

- American teacher effectiveness studies
- Scandinavian teacher effectiveness studies
- An instrument for evaluation of teacher effectiveness
- An ITV-programme for teacher education
- Teacher recruits in colleges: a study of representation
- Student teachers' reactions to critical situations: an attempt to train and measure a certain aspect of teacher effectiveness.

COSTS

PRICE, G.:

Economics and the size of colleges

"Education for Teaching", Summer 1969, no. 79, pp. 55-62

/summary prepared by the Centre/

There is a belief that larger colleges of education are more desirable than smaller ones. But how far is there an economic case for larger colleges?

An analysis of costs in colleges in England in the financial years ending March 1965 and 1966 respectively shows the following results:

1965 Local Education Authority and Voluntary Colleges

Size	200 and below	2-300	3-400	4-500	5-600	6-700	700 and above
Average gross/cost per student £ per annum	641.0	536.8	555.8	538.4	532.7	530.1	571.7

(105 colleges)

1966 Local Education Authority and Voluntary Colleges

Size	200 and below	2-300	3-400	4-500	5-600	6-700	700 and above
Average gross/cost per student £ per annum	666.2	558.1	577.4	564.9	565.7	551.2	561.0

1965 and 1966 All colleges together

Size	200 and below	2-300	3-400	4-500	5-600	6-700	700 and above
Average gross/cost in £'s per student per annum	653.6	547.4	566.6	551.1	549.1	540.1	566.3

(All colleges included are general and residential)

From the above tables it would appear that general colleges below the size of 200 students are comparatively dear to maintain: on the other hand the most economic sizes of college seem to be either those of between 200-300 students and those of between 600-700 students. What must be remarked upon in studying the complete figures for these two years is that the variation in costs between colleges of approximately the same size are infinitely greater than the average cost variation between colleges of different sizes. In 1966 the margins between the cheapest and dearest Local Education Authority colleges of similar size were as follows:

Size	200 and below	2-300	3-400	4-500	5-600	6-700	700 and above
Dearest college	806.9	698.8	698.2	748.3	711.9	638.1	716.5
Cheapest college	519.0	552.0	508.4	505.1	519.7	577.8	518.4
Cost-variation per student per annum	287.9	146.8	189.8	243.2	192.2	60.3	198.1

It can be seen clearly that the enormous differences in costs per student per annum shown in the above table are much more significant than the relatively small variations in costs of the colleges of different sizes. In other words, the differences in overall costs of colleges housing upwards of 200 students are hardly significant enough to determine the optimum size on economic grounds alone. Indeed it could be argued that by far and away the more important economic consideration is to investigate why some colleges of the same size as others can range so widely in such costs. There may well be good reasons why, in any particular year, a college will spend more on all kinds of facilities than another college and annual cost fluctuations, especially over a period of only two years, are not necessarily typical. Nonetheless the consistency of such wide cost variation in colleges of roughly equal size looked at over a period of two years points the way to a much more extensive analysis before rash assumptions are made as to the best optimum size of a college in economic terms.

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